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ABSTRACT

The curriculum guide for a Spanish two-way partial immersion program in the Francis Scott Key Elementary School (Arlington, Virginia) is designed as a reference for parents and teachers. It presents information, instructional objectives, and activities in the form of integrated instructional units for grades K-4. Introductory sections outline: the goals and philosophy of the program; program guidelines for classroom management, learning processes, and cognitive and language development; suggestions to parents of participating students concerning their role and involvement; concepts and skills addressed throughout instruction in English and Spanish language arts and mathematics; and objectives of the use of learning centers. A series of curriculum units follows, each containing an overview, listings of concepts and objectives, a variety of class activities, suggestions for instructional materials, learning center activities, and vocabulary. Unit topics include: living things (plants); uses of senses; needs of people; communities; holidays; food chains and webs; and the solar system. Notes on testing, lists of useful expressions, Spanish songs and poems, and a grade 4-5 unit on rocks and minerals complete the guide. (MSE)

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CURRICULUM GUIDE
UNITS OF STUDY
TWO-WAY PARTIAL IMMERSION PROGRAM
F.S. KEY ELEMENTARY SCHOOL

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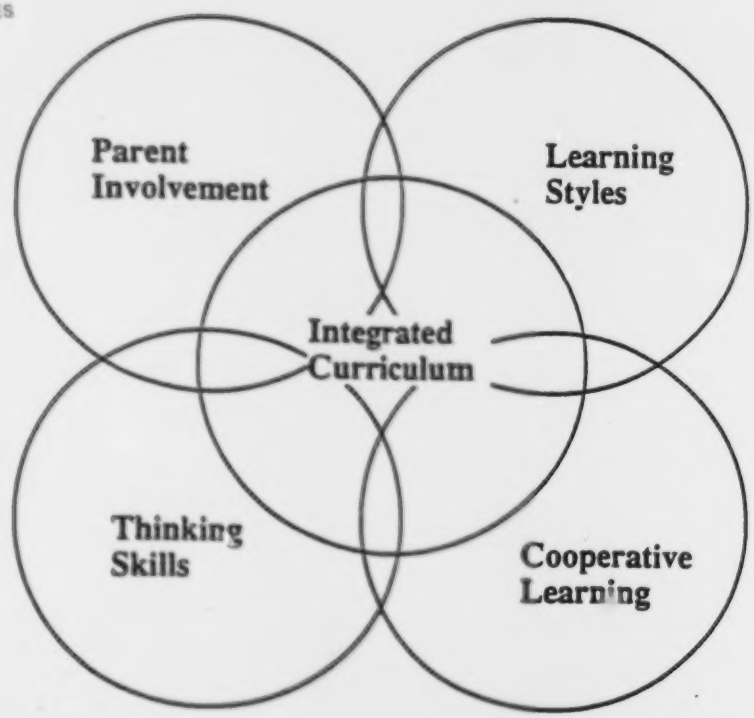

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ARLINGTON PUBLIC SCHOOLS
Foreign Language Department
Revised July 1992

CURRICULUM GUIDE
TWO-WAY PARTIAL-IMMERSION PROGRAM
F. S. KEY ELEMENTARY SCHOOL
UNITS OF STUDY - GRADES 1-4

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THANKS TO

Mary Ann Ullrich, Foreign Language Supervisor

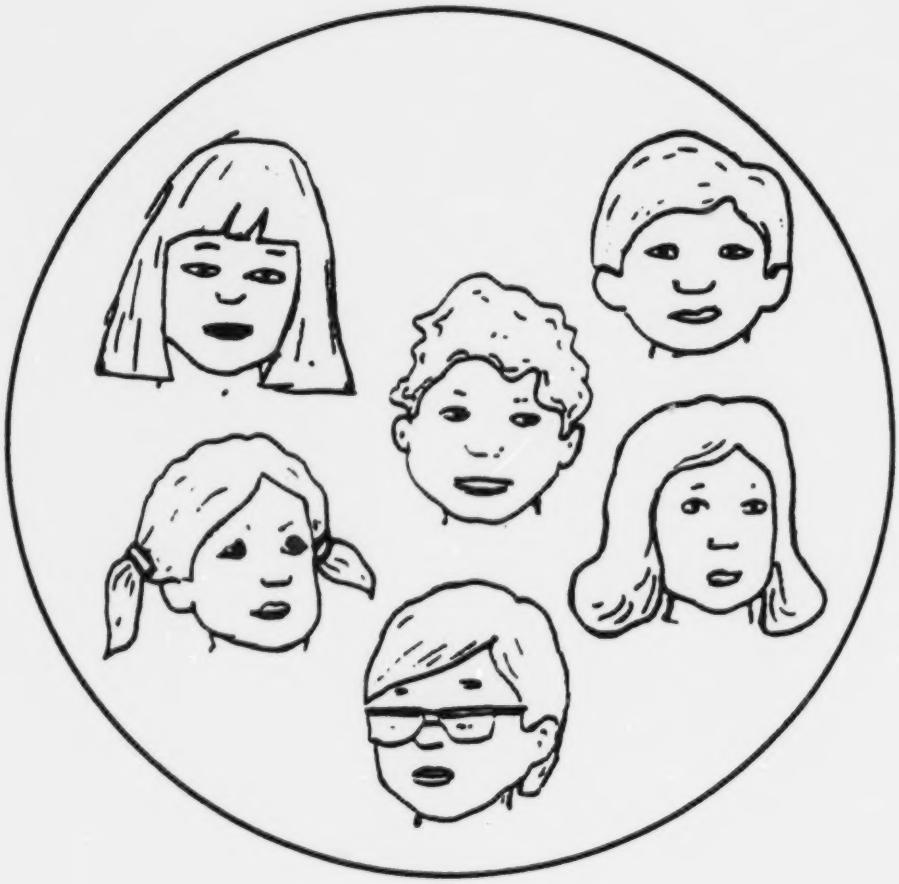
Kathy Panfil, Principal at Francis Scott Key Elementary School

Special thanks to the ESOL/HILT Department

*The following units are based on the G.T. curriculum developed by Arlington County Public Schools.

UNITS OF STUDY FOR GRADES 1-4

- Plants
- Senses
- People
- Communities
- Holidays



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Foreign Language Department
July, 1990

TABLE OF CONTENTS

PAGE

INTRODUCTION..... 1

GOALS..... 3

PHILOSOPHY..... 4

GUIDELINES..... 5

QUESTIONS AND ANSWERS..... 6

SUGGESTIONS TO PARENTS..... 8

ONGOING CONCEPTS AND SKILLS.....11

ONGOING ACTIVITIES.....14

LEARNING CENTERS OBJECTIVES.....16

UNITS OF STUDY.....17

1. Living Things - Plants
   a. Overview.....27
   b. Concept and Objectives.....28
   c. Activities.....30
   d. Materials.....34
   e. Learning Centers.....36
   f. Vocabulary.....43

2. Use of Senses
   a. Overview.....44
   b. Concept and Objectives.....45
   c. Activities.....47
   d. Materials.....50
   e. Learning Centers.....51
   f. Vocabulary.....53

3. Needs of People
   a. Overview.....54
   b. Concept and Objectives.....55
   c. Activities.....56
   d. Materials.....62
   e. Learning Centers.....63
   f. Vocabulary.....67

4. Communities
   a. Overview.....69
   b. Concept and Objectives.....70
   c. Activities.....72
   d. Materials.....79
   e. Learning Centers.....82
   f. Vocabulary.....83

5. Holidays
a. Overview....87
b. Hispanic Heritage Week....88
c. Activities....89
d. Learning Centers....94
e. Vocabulary....99
f. Research Report....101

6. Science
a. Food Chains and Food Webs....103
b. Ecosystem....112
c. Terrarium....113
d. Feeders....114
e. Simulation....115
f. Plant Products....119
g. Simple/Compound Machines....120
h. Concept....120
i. Simple and Compound Machines: Vocabulary....125

7. The Solar System
a. Objectives....127
b. Activities....128
c. Materials....129
d. Activities....130
e. Vocabulary....137

ASSESSMENT AND REPORTING GUIDE....138

EXPRESSIONS....140

1. Expresiones Prácticas....141

2. Songs and Poems....148

SPANISH IMMERSION GRADES 4, 5....159

Rocks and Minerals....159
Activities....163

IMMERSION PROGRAM BIBLIOGRAPHY....168

INTRODUCTION

The Francis Scott Key Spanish two-way partial-immersion program began in 1986 as an innovative approach to second language instruction. Children in the Key program learn to understand, speak, read and write Spanish in a natural way through everyday classroom conversation and instruction in content-areas. The focus of instruction is on curriculum (social studies, science, mathematics, language arts, health, art and music). The second language is used as a tool to teach the curriculum.

In Key's partial-immersion program, children spend approximately fifty percent of their time studying curriculum in a second language. The goal is to have enrollment balanced with approximately fifty percent Spanish speaking and fifty percent English speaking students.

Foreign language immersion is not a new concept. Immersion is used extensively in Canada as the method of instruction as well as in many areas of the world. In the United States, many cities and localities have varying forms of immersion and include programs as near as Washington, Prince Georges County, Montgomery County and Fairfax County during 1989-90. The two-way partial-immersion program at Francis Scott Key Elementary School was the first such initiative in Virginia public schools. The program has been evaluated each year by the Center for Applied Linguistics, Washington, DC and judged to be highly successful.

Francis Scott Key Elementary School is proud to be a leader in this exciting method of teaching foreign language and invites you to come visit the program to see students, teachers and parents joined together with commitment to a new and challenging educational program.

This curriculum guide has been prepared to serve as a reference book for parents and educators who are interested in the program. Its purpose is two-fold: to aid others in better understanding the two-way partial-immersion program and to serve as a resource to teachers for enhancing integrated instruction in this program.

This guide presents information, objectives and activities which have been arranged into integrated units of study addressing the different learning styles of the students. It relates overall to objectives in grades K-4, but there are no grade level limitations on the use of activities and materials provided. Teachers can adapt and choose the activities appropriate to their students.

INTRODUCTION

BENEFITS OF BEING BILINGUAL

Learning a second language at an early age . . .

1. has a positive effect on intellectual growth.
2. enriches and enhances a child's mental development.
3. leaves students with more flexibility in thinking, greater sensitivity to language and a better ear for listening.
4. improves a child's understanding of his/her native language.
5. gives a child the ability to communicate with people s/he would otherwise not have had the chance to know.
6. opens the door to other cultures and helps the child understand and appreciate people from other countries.
7. gives the child a head start in language requirements for college.
8. increases job opportunities in many careers where knowing another language is a real asset.

Center for Applied Linguistics
1988

GOALS

Partial-immersion students will:

1. Develop a high level of proficiency in understanding, speaking, reading, and writing a foreign language (Spanish) through concepts and skills related to the content areas.

2. Learn through the use of a discovery approach which encourages collaborative learning.

3. Acquire an understanding and appreciation for other cultures.

4. Develop a positive self-image based on their knowledge of two languages and cultures.

PHILOSOPHY STATEMENT

The partial-immersion program at Key Elementary School was established to meet the instructional, social, and emotional needs of its students by offering a program of study which emphasizes the development of a foreign language and the ability to communicate with various groups. The partial-immersion program offers recognition of individual student learning styles and an integrated and differentiated curriculum. It provides a cooperative learning environment which is based on high expectations for each child. Emphasis is placed on mutual respect and nurturing flexibility in creative thinking and sharing. Parents and community members are welcomed to join us in preparing our students to become tomorrow's leaders and active citizens in an everchanging world.

GUIDELINES FOR A TWO-WAY PARTIAL-IMMERSION PROGRAM

Classroom management

- **Establish routines.**
  Students understand what to do, when to do it, how to do it. Post your schedule daily.
- **Define rules clearly.**
  Post rules in your classroom.
  State rules in a positive manner.
- **Maintain high expectations for your students.**
- **Provide a supportive environment.**
- **Monitor students' progress.**

Learning process

- **Structure and sequence activities.**
  Background... create & integrate experiences for your students
  Information... formulate/develop concepts & skills
  Practice... practice & personalize concepts & skills
  Application... integrate and apply to "real life"
- **Integrate thinking, listening, speaking, reading, writing.**
- **Present concepts, skills, vocabulary and structures in the context of a unit.**
- **Help students organize information and use learning strategies.**

Cognitive and language development.

- **Provide a language rich environment.**
- **Provide many opportunities and encourage students to communicate.**
  Encourage talking, sharing. Your classroom will have a busy hum.
  Provide more time for "student talk" than "teacher talk".
- **Model proper language rather than correcting all student mistakes.**
  Pay attention to the content of what is said or written as well as the form.
- **Read/write to and with your students daily.**

QUESTIONS AND ANSWERS

What is "two-way" partial-immersion?

The two-way partial-immersion program at Key Elementary School includes native English speakers and speakers of other languages as well as native Spanish speakers in the classrooms. It is a content-based program in which there is integration of language and subject content so that students succeed not only in acquiring a second language, but also acquiring subject-content knowledge at the same time.

How is the program designed?

The program is designed so that second language learning is done in a natural way, learning a language in order to take part in meaningful and interesting communication. Learning the language is incidental to learning about school subjects, the world, and each other.

Students learn language arts, and Mathematics in English during half of the school day; in the other half of the day, students work completely in Spanish while being taught Spanish language arts, social studies, science, and health.

Is the County Curriculum being taught?

Yes, the Arlington County curriculum is used for all content areas so that students in the program work toward the same objectives as other students in the regular program.

What will happen to children's skills in English?

Students will continue to develop their English skills and at the same time learn the second language. Students in this program perform at the same level or better than children in the regular program.

QUESTIONS AND ANSWERS

Where did the objectives come from?

Objectives listed come from the following sources:

- Language Arts: Standards of Learning Objectives for Virginia Public Schools (SOL).
- Science: Standards of Learning Objectives for Virginia Public Schools (SOL), 1983.
- Social Studies: Standards of Learning Objectives for Virginia Public Schools (SOL), 1983.
- Health: Health Education, K-6 Scope and Sequence, APS, 1987
- Math: Arlington Mathematics Curriculum, 1987.

Grade level is indicated for each objective.

Why are there such a large number of activities in this guide?

A large number of activities have been listed to meet the needs of a variety of students at the different grade levels and to accommodate all learning styles. For example, there are several students who have been identified as gifted and talented. Many of the activities listed will be appropriate for higher-level thinking skills. In addition, activities range from individual oriented tasks to group activities in order to encourage the development of individual abilities as well as collaborative learning.

SUGGESTIONS TO PARENTS

Have your children recently enrolled in a Spanish immersion program? Here are some helpful ideas from an article in the Carleton Education Bulletin. *

1. Be supportive at all times. Remember that your child's success in the program will be affected by your attitude.

2. Be supportive of the program and its staff. Be open and have a frank and honest relationship with your child's teacher.

3. If your child is eager to speak Spanish at home, be encouraging, but otherwise don't force your child to do so.

4. Don't correct your child if you are uncertain of the correct expression or pronunciation.

5. Don't forget that your child's learning capacity is very often underestimated. Children don't perceive levels of difficulty the way we do.

6. Expose your child to Spanish television programs.

7. It's helpful to take children to a Spanish bookstore and let them select books and records of their own choosing.

8. Take advantage of local situations and events that increase your child's exposure to Spanish language and culture.

9. Children should know that their parents are proud of their progress.

10. Remember that the success of the program depends on the efforts and the mutual support of all involved.

* Bulletin published in Canada for the French Immersion Program and adapted for Spanish.

SUGGESTIONS TO PARENTS

"Homework, oh homework" in the words of children's poet Shel Silverstein, gives a humorous look at a task that goes on daily in homes all over the United States from September through May. Homework is the connection between school and home which actively gives you an insight into what occurs in the course of your child's instructional day. Homework reinforces class work and gives a feeling of confidence to the well-prepared student.

Homework does not always come in written form. Preparing for a test, reading a book, doing research, memorization, and practicing reading aloud as well as written assignments come under the umbrella of homework.

Here are some of the ways you can help your child be successful in his/her daily preparations:

- Make your child aware of the importance of homework. Organization and work both at home and at school are preparing your child for success in the future as well as now.

- Prepare your child's study environment. Turn off the TV and radio. Save phone calls for another time. Remove distractions so that "prime time" thinking and learning can occur. Provide your child with books, pencils, paper, so that time is not wasted in looking for supplies.

- Set aside a specific time for doing homework. Some children need time to unwind from the school day while others prefer to make homework the first order of the afternoon. Figure out what works best for your child, but remember...be consistent and stick with it.

- Find a good way to track of homework assignments. A notebook or assignment sheet may be just the thing. Many teachers help their students by giving weekly assignments subject by subject throughout the day. If your child loses his homework notebook, don't be critical. Replace it - he's working on organization and needs your support. A written method for remembering assignments removes the "I forgot" syndrome and keeps the child on track.

- Look over your child's homework assignments. Has all the work been completed? Does your child have a clear understanding of the work he's/she's done? If you can answer "yes" to these questions, chances are your child will meet with success in the classroom.

- Be prepared to help your child if he/she becomes stuck. Offer positive encouragement, but remember, it is your child's homework, not yours. Homework may point up troublesome areas that need to be worked on and reinforced, in the classroom.

- Does your child complain that homework is boring or repetitive? Explain that some tasks are! Children don't learn the multiplication tables simply by reading them. If this is a persistent complaint, check with the teacher.

SUGGESTIONS TO PARENTS

A conference may be in order.

- How much time should be spent on homework? That depends entirely on the grade level, the student, and the teacher/parent expectations. While half an hour may be long, it may be appropriate for a fourth grader. If the child completes assignments accurately both at home and in the classroom, your designated time allotment is probably adequate.

Homework need not be drudgery for your child or you. A job well done is a job to be proud of. A special TV program or a trip for ice cream can be a powerful and wonderful incentive for homework completed well- share it with your child. You'll both benefit.

ONGOING CONCEPTS AND SKILLS: LANGUAGE ARTS (ENGLISH AND SPANISH)

Affective
personal growth
work habits
multicultural awareness
appreciation for other cultures

Basic Concepts
sound production
numbers
colors
shapes
prepositions of time/place
calendar/time
weather
money

Reading Comprehension
word/phrase/sentence meaning
detail
context
sequence
punctuation clues
title/main idea
inference/outcomes/conclusions
cause and effect
reality and fantasy
fact and opinion
figurative language
independent reading

Study Skills
dictionary
table of contents
skim/scan/locate information
map/chart/table skills
organization

Structures
imperative/negative statement
verbs
nouns
conjunctions
pronouns
prepositions
modals
conditionals
comparative/superlative
adjectives
word order
possessive pronoun
adjectives/adverbs

Vocabulary Usage
antonyms
synonyms
multiple meanings
homonyms
classification
root words
analogies
abbreviations

Vocabulary Domains
people
body/health
nature
animals
food
buildings/community
occupations/community helpers

Reading Decoding
consonant sounds
vowel sounds
visual patterns
rhyming
syllabication

Writing
handwriting
format
mechanics
spelling
sentence development

ONGOING CONCEPTS AND SKILLS: LANGUAGE ARTS (ENGLISH AND SPANISH)

Listening/Speaking
discriminate structures
follow oral directions
report information by phone
ask questions
participate in discussions/conversations
express opinions
recall details
describe/relate events/summarize
prepare/present report

Writing
development:
word order
sentence expansion
figurative language
writing
mechanics:
spelling
punctuation
capitalization
format
application:
prose/poetry
description
exposition
narration
forms/messages

Study Skills
organizational skills
listening skills
application of reading skills
use of references

ONGOING CONCEPTS AND SKILLS

IMMERSION OBJECTIVES — Mathematics

Estimation

K.1 Estimate how many objects in a set of objects.

1.1 Explore estimation using units of time, measure, money and sets of objects for a reasonable answer.

2.1 Explore estimation using units of time, measure, money and sets of objects for a reasonable answer.

1.2 Determine which of two answers to a story problem is reasonable.

2.2 Estimate sums and differences for reasonable answers.

3.1 Estimate the solution to story problems using rounding.

Problem Solving/Logical Reasoning

K.3 Group objects according to common attributes.

1.3 Classify objects having one or more common attributes.

K.1 Demonstrate simple story problems using adding and subtracting of 10 or fewer objects.

K.2 Use clues from manipulative and visual aids to solve a problem or identify pattern.

K.4 Demonstrate ability to use these problems solving strategies.

Problem Solving/Logical Reasoning
(continuation)

1.1 Demonstrate the ability to use these problem solving strategies: act it out, build a model.

2.1 draw a picture, make a drawing, identify extraneous/needed information, look for a pattern, make a list, write a number sentence.

3.1 Demonstrate the ability solve problems using these strategies: identify extraneous/needed information, write a number sentence, draw a picture, look for a pattern, make a list, make a table, guess a check.

1.2 Write and solve number sentences, with and without money, using addition and subtraction.

1.5 Select an appropriate picture to go with a number sentence.

2.2 Write and solve number sentences with and without money, using addition, subtraction, multiplication.

1.4 Choose the appropriate method, paper pencil/mental math for solving a problem.

2.3 Read graphs, tallies, tables, maps, charts to solve problems.

ONGOING ACTIVITIES

- Review previously introduced vocabulary and concepts daily, referring to pictures, visuals, and books used.
- Use the Total Physical Response (TPR) approach for teaching vocabulary to beginning students, an activity which all students enjoy.
- Use the Whole Language Approach.
- Use the Language Experience Approach (LEA) for individual or class stories. Write the stories, information on a large chart or in notebooks to be reread and referred to many times. Use these stories for developing a variety of concepts/skills: number of letters in a word, left to right progression, sentence concept, statement/question, word spelling, capitalization, punctuation and answer WH/questions.
- Have students write about what they observe, learn, want to know about, imagine. Have them write letters of request for information, reports/news articles about specific topics/field trips.
- Have students keep a learning log of observations and ideas related to this unit in a special notebook. Be sure all entries are dated.
- Have students make a Dictionary/Glossary/Word Bank of words related to this unit. Be sure that entries include an illustration and the student's own meaning of the word.
- Have students make a collage, mural, or diorama. Make lots of pictures.
- Make books related to a topic.
- Use songs, poems, stories related to the theme.
- Have students write and illustrate their own songs, poems, pattern stories, creative stories to share with other students, and families.
- Have students find and read fiction/non-fiction books related to this unit. Use pictures and captions to obtain information. Share what they learn and find interesting with classmates, families.
- Compare/contrast animals/plants/communities studied.
- Classify vocabulary learned in various categories: eg. which pictures/ words go together; what is alike about all of these; name category; which picture/word does not belong.
- Present math story problems related to what is being studied. Ex. There are 5 bears and 3 rabbits in the woods. How many animals altogether? Have each student read it, use the problem solving strategy that works for him/her. Discuss the process by which the answer was arrived. Then have students generate similar story problems for each other.

ONGOING ACTIVITIES

- Estimate numbers, sizes, and amount of time/money needed whenever an appropriate situation presents itself.
- Make graphs using collected information.
- Use the vocabulary being studied as spelling words.

LEARNING CENTERS: OBJECTIVES

Learning centers facilitate the learning experiences allowing the students to work on projects, individual assignments, experiment, and discover. Activities are presented in various levels of difficulty and complexity and structured to appeal to the different senses.

1. To integrate multiple content areas
2. To promote creativity
3. To facilitate independent learning
4. To facilitate decision-making experiences
5. To accommodate a variety of learning styles
6. To provide a variety of activities to choose from to satisfy the student needs and interest

PARTIAL IMMERSION - SPANISH KINDERGARTEN
SPANISH LANGUAGE ARTS/SOCIAL STUDIES/SCIENCE/MATH

September	"Getting to know You and Me" : School, Personal Information, Home, Safety Rules, Greeting Words, Color. Weather, Calendar, days, months, numbers 1-10, Parts of the body, head to waist. "Who am I": Self, Family, Friends, Exploring the Classroom and the School. Graphs showing color of hair, eyes, height, Weight. "Hispanic Heritage Month" Boehm Concepts "Francis Scott Key"
October	"Changing Colors and Discovering Places" Fall Weather Graphs Day and Night Direction words (North, South, East, West) Lights and Shadows Reflections Recipe for a Rainbow Clouds, rain, fog, wind My body, waist to feet Clothing
November	All of Us together in the U.S.A. VIVA! Animals Indians and Pilgrims, New Immigrants Some Vegetables, Fruits and Seeds Alphabet and Phonics Tree Silhouettes
December	Let's Celebrate! Toys and Weather Winter Clothing Winter Games Winter Holidays Weather Water Transformation: Liquid, Solid, Gas Its the Tree Alive? Where are the Bears? Where are the Birds? Traditional Holidays around the World

January	"Wheels - Going Places" Transportation Occupations Shelter - Houses around the World Living and Non Living Things
February	To the Moon Planets - Earth Black History Month Valentine Day Weather
March	"Fin, Fur, Feather" Water Animals Land Animals Flying Animals Planting Seeds Seasons — Spring Pollution — How can we help? Telling Time Telling Address
April	"Gardens" Things that you Grow and Change Senses People Care for Each Other Eating Healthy Food (Food groups)
May	"Fun in the Water" Outdoor Life and Games Living Things in the Water Our Country — People live in Different Places
June	"Healthy Bodies" Physical Fitness Good Eating The Sun Days and Nights (Review) Seasons — Summer

UNITS OF STUDY OVERVIEW: SPANISH 1st GRADE

	PARTIAL/LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE/HEALTH
September	School, Personal Information Home Safety Rules Direction Words Politeness Words Calendar Time Weather Parts of the body	Who am I? Self and Family (ch. 1) Holidays: - Hispanic Heritage Month	Human Biology Care of Body-Hygiene Parts of body Health: - Rest - Play - Care of Body
October	Home/Family School Colors Alphabet Numbers Prepositions	Family Relatives Friends/School (ch. 2) Holidays: - Columbus Day - Halloween	Senses (ch. 1) Health: - Good eating habits - Habits
November	Food Community Helpers Plants	Neighborhoods (ch. 3) Map Skills (ch. 5) Holidays: - Thanksgiving - Veteran's Day	Plants (ch. 2) Health: - Dental care
December	Clothing Colors Size/Shape Animals	Clothing (ch. 6) Holidays: - Winter holidays	Animals (ch. 3)
January	Transportation Occupations Size Shapes	Shelter (ch. 7) Kinds of Work in the Community Holiday: - New Year	Form and Size (ch. 4) Living and Not Living (ch. 5)
February	Planets	Rules in the Community (ch. 8) Holidays: - Presidents' Day - Valentine's Day - Black History Month	Movement (ch. 6) Earth: - Weather - Rocks - Soil (ch. 7)

UNITS OF STUDY OVERVIEW: SPANISH 1st GRADE

	PARTIAL/LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE/HEALTH
March	Nature Seasons	Geography Skills Holidays: - Arbor Day	Air, Water Pollution Seasons (ch. 9)
April/May	Continents	Living in the USA (ch. 4) Geography Skills Continents Our Country Holidays: - Spring - 4th of July	Day and Night Skies Stars and the Sun (ch. 8)
June	Review of Vocabulary Domain		Healthy Bodies (ch. 10)

UNITS OF STUDY OVERVIEW: SPANISH 2nd GRADE

	SPANISH/LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE/HEALTH
September	School Information Personal Information Home, Safety Rules Direction Words Calendar, Weather Body Alphabet Sounds Numbers 1-100	Information About Me. Self and Family Who am I? Body Health Where are we from? Holidays: - Hispanic Heritage Month - Holiday Time Line (For the Year)	Human Biology Care of Body Hygiene Health: - Rest - Play - Care of Body Growing
October	Home/Family Clothing Seasons	Learning About Our Community (ch. 1) Map Skills (ch. 2) Holidays: - Columbus Day - Halloween	How Plants Grow (ch. 2) Where Do Plants and Animals Live (ch. 3)
November	Food Community Helpers	Learning About the Earth (ch. 3) Goods and Services (ch. 4) Holidays: - Thanksgiving - Veteran's Day	Things in Our World (ch. 4) Magnets (ch. 5)
December	Careers	Community Services Holidays: - Winter Holidays	Light and Shadows (ch. 6)
January	Transportation	Rules in the Community (ch. 5) Holiday: - New Year	Air and Water (ch. 7)
February	Communication Planets	Communication and Transportation (ch. 6) Holidays: - Black History Month - Presidents' Day - Valentine's Day	The Sun (ch. 8)

UNITS OF STUDY OVERVIEW: SPANISH 2nd GRADE

	PARTIAL/LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE/HEALTH
March	Nature	The First Americans (ch. 7) Holiday: - Arbor Day	The Sun (ch. 8)
April/May	Extension of Vocabulary Domain	Historic U.S. Communities The History of Our Country (ch. 8) Holidays: - The 4th of July	Safety (ch. 10)

UNITS OF STUDY OVERVIEW: SPANISH 3rd GRADE

	SPANISH/LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE/HEALTH
September	School Home, Safety Rules Direction Words Personal Information	Maps Graphs Time Lines Holiday: - Hispanic Heritage Month	Good Health Habits Mental Health: Relationship between emotions appetite and eating habits
October	Foods Animals	Our Community Holiday: - Columbus Day - Halloween	Animals and their importance Health: Personal health habits
November	Names of Plants Environment	Living in Cities Holidays: - Election Day - Thanksgiving - Veteran's Day	Plants and their importance Health: Pollution Community Health
December	Towns Cities	Living in smaller communities Holiday: - Winter Holidays	The changing land Health: Disease Prevent: Disease and Your Body
January	Farms Ranches	Farms and Ranches Support Our Communities Holidays: - New Year - Martin Luther King Jr.	The Changing Land Health: How Doctors Help Safe Drugs
March	Study of Rules	We Need Rules Holiday: - Arbor Day	Temperature Water Cycle Health: Smoking and health
April/May	Different Media: Television, Radio, Movies	Communication: Bringing Our People Together Community Holidays: - May Day - The 4th of July	The Sun, Moon, and Stars Health: Safety and Your Preventing Accidents

UNITS OF STUDY OVERVIEW: SPANISH 4th GRADE

	SPANISH/LANGUAGE ARTS	MATH	SCIENCE/HEALTH
September	School Personal Info., Home, safety Rules, Calendar, Weather, Body, Synonyms, Creative Writing.	Numbers 1 - 999,999,999 Basic Facts, Place Value, Money	Animals that live together
October	Dialogues Suffixes, Prefixes Present Tense Verbs Nouns, Assembly Program	Addition and Subtraction Multiplication Facts/Time	Food Chains * What are drugs and who uses them?
November	Word Order Imperfect Tense Pronouns Poems/Songs	Time Division Facts	Survival of species * The facts about alcohol
December	Adjectives Past Tense Verbs Questions and Negatives Legends	Multiplication 1 Digit Multipliers	Energy and Machines * The facts about Tobacco
January	Spelling - Accents Future Tense Adverb Fairy Tales	Division: 1 Digit Divisors Fractions	Heat and Energy * What if my friends want me to do it?
February	Prepositions Conditional Tense Adverbs Research Reports	Fractions Mixed Numbers Probability Decimals	Electricity and Magnetism Science Careers
March	Reflexive Verbs -ar verbs Biographies	Measurements Geometry	Rocks and Minerals Oceans Science Fair
April/May	-ir and -er Verbs Verb Review in 5 Tenses Newspaper Study	Multiplication: 2 Digit Multiplication	Weather Solar System
June	Irregular Verbs Review in 5 Tenses	Division: Digit Divisors	Diet and Good Health Human Biology: The Organs and the Senses

* Anti-drug abuse lessons presented by Arlington County Police Department.

PARTIAL IMMERSION - SPANISH 5th GRADE

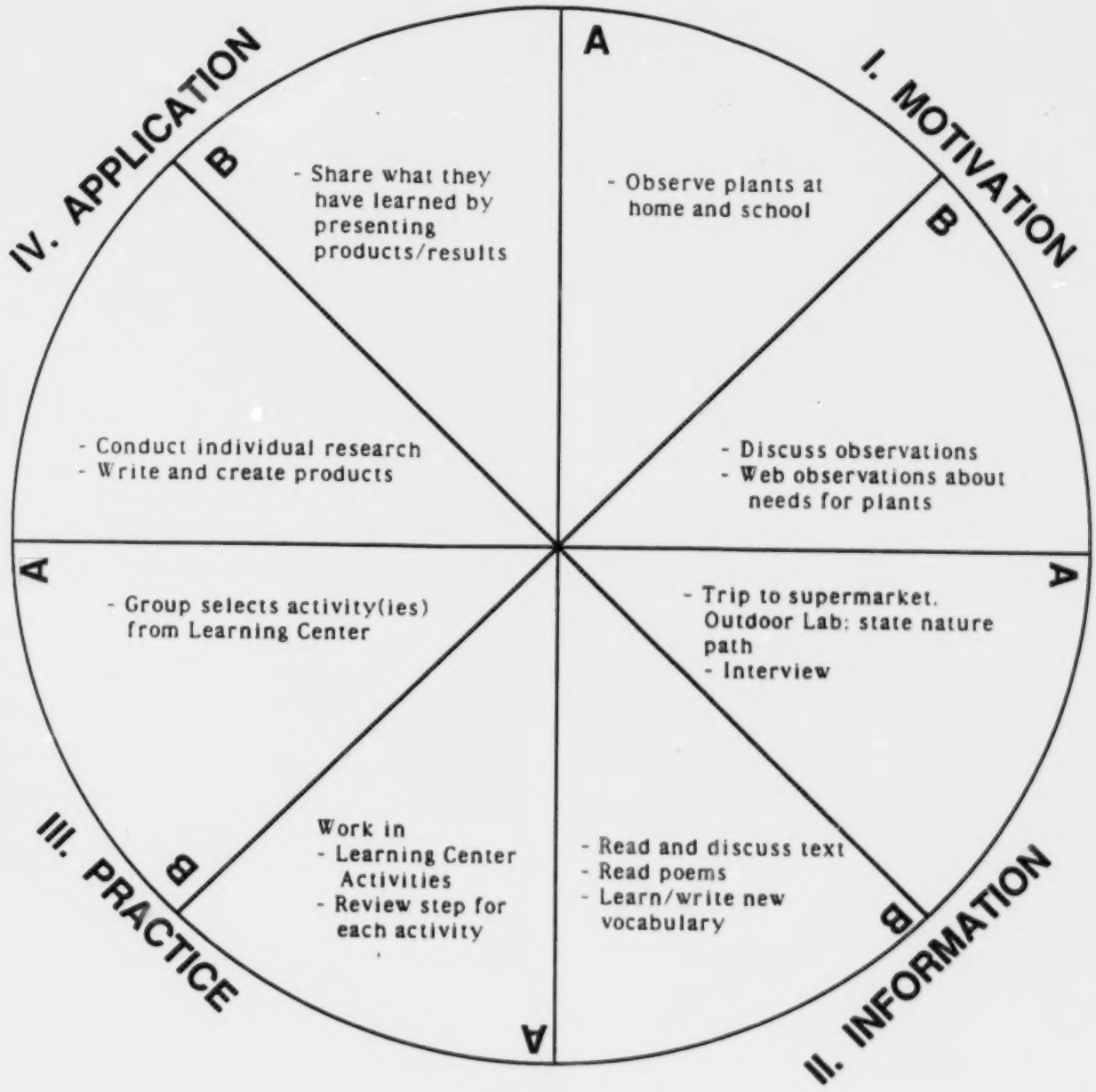
MONTH	SPANISH LANG. ARTS	MATH	SCIENCE/HEALTH
SEPT	Journal Writing Family of Words Synonyms Nouns	Place Value Addition	Life Processes in Plants, Growth and Reproduction *Focus on Health Communications
OCT	Roots Prefixes Suffixes	Rounding Decimals Multiplication Number Sequence	Classification of Animals *Dealing with Emotions Understanding Feelings Special Glands
NOV	Compound Words Subject/Verb Agreement Articles Predicate Main Idea Supporting Details	Division:1-3 Digit Quotients Divisibility	Communities, Change in Communities *The Digestive System Achieving a Balanced Diet
DEC	Adjectives Prepositions Brainstorming Organizing Ideas Comparing & Contrasting	Division: 2 Digit Divisors Multiples of 10 Correcting Estimates	Matter, Changes in Matter *How Exercise affects your Heart
JAN	Regular Verbs/Irregular Verbs Tenses Writing/Revising Figurative Language	Mult. & Dividing by 10, 100, 1,000 Metric Measurements Fractions	Electricity Sources of Energy *Planning an Exercise Program
FEB	Pronouns - Personal and Possessive Research Projects Context Clues	Compare Fractions +, - Fractions +, - Mixed Numbers	Changes in the Earth Cleaning the Environment Natural Resources *Disease:Prevention & Control Common Illnesses
MAR	Fiction vs. Non-Fiction Reading/Writing Short Stories	Mult. & Dividing Fractions and Whole Numbers Customary Meas.	Weather, Changes in Atmosphere *Chronic Illnesses Medicines
APR	Poetry Adverbs Fantasy Fact vs. Opinion	Ratios, Percents & Decimals, Fractions & Numbers	The Solar System Characteristics & Lifespan of Stars *Substance Abuse Prevention: Saying No to Alcohol, Cigarettes & Drugs
MAY	Publishing a Literary Magazine; Collecting/Evaluating Work Editing/Revising	Basic Geometry: Angles Polygons, Area Statistics Probability	Human Biology: Support & Movement; Muscles Circulatory/Respiratory Systems * Types of Poisoning Indoor Pollution

UNITS OF STUDY

1. Living Things - Plants
2. Use of Senses
3. Needs of People
4. Communities
5. Holidays

LIVING THINGS - PLANTS: OVERVIEW

CONCEPT: Plants provide for human needs.



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LIVING THINGS - PLANTS: CONCEPT and OBJECTIVES

CONCEPT: Plants provide for human needs.

OBJECTIVES

SCIENCE

K.3 Describe an object on the basis of color, shape, texture, size, position

K.4 Sort and classify objects using one variable

K.5 Compare two concrete objects by using terms which refer to length, width, size or weight

K.14 Observe and describe similarities and differences between various environments

K.15 Demonstrate ways to conserve energy and natural resources which are commonly used

1.3 Put in order a collection of at least three like objects according to size or weight and describe them

1.4 Measure concrete objects using non-standard units

1.14 Identify some commonly. used natural resource, describe ways they are used

2.3 Select the appropriate instruments used to make measurements of length, weight, volume, temperature

2.4 Record and describe information gathered from observations measurements

2.5 Make inferences after observation of object/event

2.6 Observe physical events and predict their out comes

3.2 Observe and classify objects into the sets and subsets of similar characteristics

3.3 Use basic metric measurements in classrooms and real world situations

SCIENCE continued

3.4 Record and describe information gathered from first hand experience

3.5 Infer the possible cause and effect of an event

3.15 Describe some characteristics of major groups of plants and animals

3.16 Describe relationship between organisms in a simple food chain in both aquatic and terrestrial environments

3.17 Know that species of plants and animals may become endangered or extinct

3.18 Know that different populations of plants and animals are found in different environments

4.6 Select the appropriate tool, take a measurement, report it using the appropriate unit

MATH

Statistics and Probability

K.1 Read tables, charts, graphs at this level

1.1 Read picture graphs, bar graphs, tables to solve problems

1.2 Collect and use data in making a bar graph

1.8 Recognize that money and other forms of economic exchange may be used to get goods and services that people need and want

2.1 Interpret data and construct bar graphs, picture graphs and tally tables

3.1 Use information from a pictograph to solve problems

3.6 Draw a simple map

SOCIAL STUDIES

K.6 Identify examples of the basic physical needs of people, food, clothing, shelter and recognize that they are essential to life

HEALTH

K.5 Identify basic parts of the body and their functions.

K.7 Understand that all living things need food

1.7 Explain reasons why people need food

2.2 Recognize the importance of family, family choices, family rules

2.7 Identify the food groups and a variety of foods from each group

3.2 Recognize the need for family interdependence

3.7 Differentiate between healthy and harmful food choices by identifying characteristics of each

LIVING THINGS - PLANTS: ACTIVITIES

CONCEPT: Plants provide for human needs.

A. Making a terrarium.

1. Make the terrarium

   a. Discuss the sequence of steps. What must be put in first? Why?
   b. Assign tasks. Who will be responsible for each step? List.
   c. Help students list, organize responsibilities and rules for the terrarium. Post rules and jobs.

2. Sequence the steps in making the terrarium. Draw, label, write.

B. Other activities which can be done in any sequence.

- Draw and label all terrarium components.
- Help students begin a Glossary or Word Bank by referring to a dictionary to see how it is set up. Be sure to include a picture as well as student's own word meaning.
- Have students do creative writing, related to feelings about the woods, pretending to be an animal in the woods, stories that follow the pattern of shared stories and books.
- Begin individual or class learning logs/journals related to observing the terrarium, and woods activities. This may be pictures and/or writing.
- Present a story, song, poem about woods or one that is set in woods. Discuss fantasy and reality. (Los Tres Osos or Caperucita Roja)
- Begin a collage, mural, class or individual diorama, or collections of woodland pictures, drawings, rubbings, etc.

C. Some ongoing activities related to the physical (scientific) aspects of the terrarium would include:

a. Measuring the terrarium, making maps of the interior, making observation charts about plant growth, animal activity, recording temperatures, etc.
b. Looking at physical maps for wooded areas. Can you draw any conclusions about locations?
c. Map the wooded areas around the school. Students might map wooded areas near their homes.
d. Invite a staff person from an Arlington Nature Center to come and present a program on some selected aspect of life in the woods.

D. Assessment activity

Make a diorama, collage, picture, or mural of a woods habitat; write a description of it.

MAKE A WOODLAND TERRARIUM

Aquarium Tank

Gravel for drainage (1 1/4" deep)
Layer of rich topsoil or potting soil (1 1/4" deep)
Charcoal to prevent the soil from "souring" (the kind used for the grill works fine)
Old nylon stockings to cover charcoal
Just enough water to cause tiny droplets to form on top of container
A small shallow plastic dish or sea shell to serve as a miniature lake. This will provide water for the animals. Plastic for cover.
Tape to seal the top.

Plants

Low growing plants from the woods.(mosses, ferns, hardy perennial evergreens) Fungi or mold
Plant seeds of grass, clover, or corn weeds

Animals

Frogs
Salamanders
Toads
A few snails
Grasshoppers
A few fat earthworms

Procedure for assembly

1. Place gravel in bottom of tank.
2. Add charcoal. It should be broken into pieces about one-half inch in diameter. A piece of old nylon stocking may be placed on top of charcoal to prevent the soil from sifting through.
3. Add the soil and just enough water to cause tiny droplets to form on the top of your container. If the drops of water are large and run together, don't seal your container until small drops form.
4. Plant the plants and seeds.
5. Add animals.
6. Cover tank.
7. Keep the terrarium in a place where the temperature will not exceed 70 degrees Fahrenheit.

Caution: Do not overstock the terrarium with animals.

CONCEPT: Plants provide for human needs.

Students will be led to discover that humans depend on plants for food, medicines, beautification, shelter, clothing and environmental factors.

A. In the Home.

1. Observe how plants are used at home. Observations can be written on a chart. Students can classify plants.

   a. Are there plants in your house? Who takes care of them? Why are there plants in your house?

   b. Are there plants outside of your home? What kinds of plants? Why are there plants outside your home?

   c. What kinds of vegetables and fruits do you have at home?

   d. How do you eat these vegetables and fruits?

plantas en mi casa				
Número de plantas	Nombres de plantas	Nombres de vegetales	Nombres de frutas	Cómo se usan las plantas en mi casa

B. In the school

1. Observe how plants are used at school. Students may survey classmates and school and present observations in the bar graph.

   a. Are there plants in you school/class? Who takes care of them? How are they used?

   b. What kinds of plants are outside the school? What are their names? Who takes care of them?

   c. Survey your classmates on what are their favorite vegetables and fruits. Present your results in a bar graph.

C. Trip to the Supermarket

1. Locate vegetable/fruit section of the supermarket. List the homes of vegetables and fruits you can see.

2. Which vegetables/fruits come from Spanish-speaking countries? Why are they sold in Arlington?

3. Interview the "fresh-produce" manager of the supermarket. Compare how changes in community affect which produce is sold. Which new fruits and vegetables is the supermarket now buying which were not sold 10 years ago? Why are these "New" vegetables/fruits being sold now?

D. Needs of Human for Plants

1. Discussion: Why do humans need plants? Lead student to brainstorm how humans need plants. Make a class web.

a. Read and discuss (Silver Burdett)
Grade 1: Chapter 2, "Muchas clases de Plantas"
Grade 2: Chapter 2, "Cómo crecen las Plantas"
Chapter 3, "Dónde viven las Plantas y los animales"
Grade 3: Chapter 4, "Las plantas son importantes"

Navegamos Workbook pp.84-85 and pp.100-103 "En el trópico", and pp. 86-87 "Las frutas", pp. 84-85 and pp. 100-103, "La Siembra".

b. Teacher will introduce poems and songs about plants (See Poems and Songs)
*Note vocabulary listing word lists, glossary or books can be compiled

2. Are all plants beneficial to humans? Identify plants which are harmful. Students may make charts or a harmful plant glossary with pictures. Label and identify harmful plants.

Grade 3: Chapter 4 pp. 75-77, "Plantas que causan daño"

3. Discover why it is necessary for humans to protect the plants in the environment. Visit the Outdoor Lab or any state park or Nature Center. Have students identify endangered plants such as: Christmas Fun, American Chestnuts, and Pink Lady Slippers. (See Outdoor Activity Guide, Arlington Public Schools (1982) pp. 99-112, "Ecology and Conservation." Find out how plants and trees are necessary for human survival.

Poems (See Poems and Songs at the end of this guide)

1. "La Margarita"
2. "Violeta"
3. "La Azucena"

Students will observe and write the differences and similarities of the three flowers.

La Margarita	Violeta	La Azucena
Es una flor de color blanco	Es una flor de color morado	Es una flor de color blanco

LIVING THINGS - PLANTS: MATERIALS

CONCEPT: Plants provide for human needs.

READING MATERIALS

Science Textbooks, Workbooks, Worksheets

Ciencias (Silver Burdett) Series - grades 1 - 3

Spanish Language Readers

1. Navegamos Workbook pp. 84-85 "En el Trópico"
   pp. 86-87 "Las Frutas"
   pp. 100-103 "La Siembra"

TRADE BOOKS/MAGAZINES

National Geographic World (Sept., 1987, April, May, June 1988).

2. Adelante (Santillana Publ. Co.)
   Workbook "Boda de Flores"
   pp. 38-39 "Lo que debe hacer Pepe"
   The steps in planting a seed

Grade 1

1. Curry, Nancy. La Manzana es Roja (Bowman Publishing Co.) 1969
2. Nahn, Michele. My Everyday Spanish Work Book (Burrores) 1982
3. El nombre de las cosas: el mundo en el que vivo Editorial Roma.
4. Caperucita Roja
5. Los Tres Osos

Grade 2

1. Jover, M.L. and Gargante J. Yo soy el verde
   (Ediciones la Galera) 1976
2. Rider, Alex. Cuando vamos al mercado
   (Funk and Wagnalls) 1968

Grade 3

1. Delahaye, G. Martita en el parque
   (Editorial Juventud) 1969
2. Gree, A. La montaña
   (Editorial Juventud) 1966

LIVING THINGS - PLANTS: MATERIALS

CONCEPT: Plants provide for human needs.

VIDEO TAPES

available from Arlington Schools Telecommunications Center through your librarian

Catalog No.	Series	Program	Grade
124	Up Close and Natural	Outside Your Door	1-3

NATURE CENTERS AND PARKS

Long Branch Nature Center (naturalist)
Gulf Branch Nature Center (naturalist)
Potomac Overlook Regional Park
Roosevelt Island
Lubber Run

LIVING THINGS - PLANTS: LEARNING CENTERS

CONCEPT: Plants provide for human needs.

The following activities may be organized in a learning center. Students may work in groups, pairs, or individually based on their learning styles. Also, the activities of the learning center are grouped according to "Taylor's Multiple Talent Approach" which is a method used to teach gifted and talented students. However, it is applicable for all students because of its diverse approach. The talent headings are:

- Academic Talent
- Communication Talent
- Planning-Organizing Talent
- Forecasting- Predicting Talent
- Creative- Productive Talent
- Evaluation- Decision Making Talent
- Human Relations Talent
- Implementation Talent
- Discussing Opportunities Talent

This learning center on Plants also incorporates the utilization of research skills such as using the library, conducting a survey, and interviewing someone to get information. There are different ways students may express themselves: photographs, mobiles, charts, recordings, brochures, dioramas, games, drawings, stories, poems, and graphs.

The teacher may color code each Talent area activity in a Learning Center and make individual task cards. Students may pick any activity or combination of activities to stimulate the various talent areas. Or the teacher may utilize one activity from each talent area for whole class instruction. These activities may also be modified for Science Fair Projects for school science fairs.

A. Academic Talent

1. Write a report based on the work of George Washington Carver.
2. Show on a map of the U.S. the flower of each state (using names and drawings).
3. Locate and list all the names of the fruits and vegetables of the supermarket.

B. Communication Talent

1. Choose a plant (a tree, a flower, or a bush) from the school. Draw a map showing how it can be found.
2. Make a painting of a plant from the school or community.
3. Ask your friends or classmates which is their favorite vegetable of fruit. Show your results in a bar graphs.

C. Creative-Productive Talent

1. Write your own poem about your favorite plant.

2. If you could invent a new plant, how would it look? Draw or describe your plant.

3. You are a "Venus Fly-Trap."

   a. What makes you so special?
   b. Where do you live?
   c. What do you look like?
   d. Which is the most exciting time of the day?
   e. What can you say to a shopper to buy you?

D. Planning - Organizing Talent

1. Great Britain has large gardens with mazes created with giant hedges. Design your own maze for a garden. Pay attention to its shape and pattern. Make sure you have the solution on how to exit. Read the Sept. 1987 issue of National Geographic World for information.

2. Design a crossword puzzle with at least 20 words that have to do with plants. You must have the correct definitions and examples. Here are a few words to begin.

   - roots
   - stems
   - leaf
   - worms
   - tree

3. Make a list of the steps you need to take to start a garden.

E. Evaluation - Decision Making Talent

1. Choose your favorite vegetable or fruit. Make a mural to show all your reasons for this to be your favorite

2. Can people live without eating meat?
   Interview a person who does not eat meat or fish only vegetables and fruit. Ask what are the reasons for only eating vegetables and fruits. Decide if vegetarians live a healthy life.

3. Examine a cactus and choose the part of the plant which helps it survive in the desert.

F. Forecasting - Predicting Talent

1. What might happen if you were left in charge of planning menus for the school cafeteria? Describe what might happen.

2. Imagine that a new plant was just developed by scientists. Draw a picture of how it would look. Describe why it was necessary to develop this plant.

3. What difference would it make if you planted seeds in various depths of soil? How deep should you plant seeds so that most or all of them would grow? 1/2", 1", or 2"?

   a. Write out your prediction. Show it to your teacher.

   b. Plant several seeds using 3 glasses or containers, seeds, soil, and a ruler. Make a table for the growth of the seeds. Watch the seeds every 2 days during two weeks. (Record information)

Depth of Soil	Date	Number of Seeds	Number of Seeds with roots and leaves
1/2"			
1"			
2"			

G. Human-Relations Talent

1. If an adult in your family was born in another country, interview him/her to know which plants are important to his/her diet and cultures. Present your information on a chart or a diorama.

2. Invite a person born in a Spanish-speaking country to explain how plants are grown in their native country.

3. Think of how plants are used to celebrate holidays in this country. Make a brochure on how some Americans use plants to celebrate Christmas, Easter, and Halloween. Can you think of another holiday or special event to celebrate with plants? Add it to your brochure.

H. Implementation Talent

1. Make a vegetable or fruit puppet which can tell first graders why it is so good for them.

2. Take photographs of your neighborhood park or gardens showing how your community needs its plants. Create a title for your photo-essay.

3. Which vegetables and fruits are bought by people born in other countries? Ask you friends and neighbors who were born in South America, Asia, Europe, etc. to help you make a list. Make a table to show what you found out.

I. Discerning Opportunities Talent

1. Are you tired of the food in the lunchroom? Make a commercial or advertisement for your favorite vegetable or fruit to be served everyday at lunchtime.

2. What changes have supermarkets made in buying fruits and vegetables in the last 5 years? Find out the answers by interviewing a supermarket manager, by asking:

   a. What fruits and vegetables are being bought now which were not purchased 5 years ago?

   b. What are the reasons for these changes?

   After getting your information, do you think the supermarket did the right thing? Why?

3. Make a mural or diorama of the jobs that persons may have in working with plants.

Grupo A

1. Escribe un reporte acerca del trabajo de George Washington Carver.

2. Indica en un mapa de los Estados Unidos, la flor de cada estado (con un dibujo y el nombre).

3. En el supermercado, localiza y escribe los nombres de las frutas y vegetales del supermercado.

Grupo B

1. Escoge una planta (un árbol, una flor, o un arbusto) de la escuela. Dibuja un mapa enseñando como podemos encontrarla.

2. Haz una pintura de una planta de la escuela o de la comunidad.

3. Pregúnta a tus compañeros de clase sobre su vegetal y fruta favoritos. Enseña los resultados en un gráfico de barras.

Grupo C

1. Escribe un poema original acerca de tu planta favorita.

2. Si tú pudieras inventar una planta nueva, ¿cómo se vería? Dibuja o describe tu planta.

3. Tú eres una planta llamada "Venus Fly-Trap."

   a. ¿Qué es lo que te hace especial?
   b. ¿Dónde vives?
   c. ¿Cómo es tu apariencia?
   d. ¿Cuál es el mejor momento del día?
   e. ¿Qué le dirías a un comprador para que te compre?

Grupo D

1. El país de Gran Bretaña tiene grandes jardines en forma de rompecabezas hechos de grandes arbustos. Haz tu propio rompecabeza del jardín. Presta atención a su forma y patrón. Asegúrate que tienes la solución para la salida. Lee la revista de National Geographic World (Septiembre, 1987) para mayor información.

2. Haz un crucigrama con 20 o más palabras relacionadas al estudio de las plantas. Tienes que saber las definiciones y ejemplos. Aquí hay algunas palabras para empezar:
   -raíces
   -tallos
   -hojas
   -gusanos
   -árbol

3. Haz una lista de los pasos que uno tiene que tomar para empezar un jardín.

Grupo E

1. Escoge tú vegetal o fruta favorita. Haz un mural para mostrar tus razones.

2. ¿Se puede vivir sin comer carne? Haz una entrevista con una persona que no come carne o pescado sino vegetales y frutas. Pregúntale cuáles son las razones que tiene para comer vegetales y frutas y no carne. Decide si los vegetarianos viven una vida saludable.

3. Examina un cactus y escoge las partes del cactus que les ayuda a sobrevivir en el desierto.

Grupo F

1. ¿Qué podría pasar si tu estuvieras encargado/a de preparar los menus para el almuerzo de la escuela? Describe las diferentes cosas que pueden pasar.

2. Imagínate que una nueva clase de planta fue creada por los científicos. Haz un dibujo de esta nueva planta. Explica por qué fue necesario crear esta planta.

3. ¿La profundidad de la tierra hace diferencia en el crecimiento de las plantas? ¿A qué profundidad se deben sembrar las semillas para el crecimiento de la mayoría de las semillas: 1/2, 1, o 2 pulgadas?

   a. Escribe tu predicción. Muéstrale a la maestra.

   b. Siembra algunas semillas usando 3 vasos, semillas, tierra y una regla. Haz una tabla de crecimiento. Observa las semillas cada dos días durante dos semanas.

Hondo de tierra	Fecha	Número de semillas	Número de semillas con raices y hojas
1/2"			
1"			
2"			

Grupo G

1. Si algún adulto en tu familia nació en otro país, entrevístalo/a para saber que plantas eran muy importantes para su dieta y tradición. Presenta tu información en una tabla o diagrama.

2. Invita una persona a la clase para explicar cómo se cultivan las plantas en su país.

3. Piensa y analiza cómo se usan las plantas en este país para celebrar los días especiales. Haz un folleto mostrando como usamos las plantas para celebrar La Navidad, Las Pascuas, el día de Todos los Santos. ¿Puedes nombrar otros días u ocasiones especiales que se celebran con plantas?

Grupo H

1. Haz un muñeco de fruta o de un vegetal que les pueda demostrar a los estudiantes de primer grado por qué es bueno para la salud.

2. Toma fotografías de un parque o jardín en tu comunidad que enseñe la utilidad de las plantas. Escribe un título para tu ensayo de fotos.

3. ¿Cuáles son los vegetales y frutas que la gente de otros países compra? Entrevista a tus amigos, vecinos o familia que nacieron en Sud-américa, Asia, Europa, etc. y haz una lista con sus respuestas. Finalmente, haz una tabla para mostrar lo que aprendiste.

Grupo I

1. ¿Estás cansado/a del almuerzo en la escuela? Haz un aviso con una canción para que sirvan tu fruta o vegetal favoritos en la escuela.

2. ¿Qué cambios han habido en los supermercados durante los últimos 5 años en cuanto a la compra de frutas y vegetales? Entrevista al jefe del supermercado y pregúntale lo siguiente:

   a. ¿Cuáles son las frutas y vegetales que el supermercado está comprando ahora que no compraba hace 5 años?
   b. ¿Cuáles son las razones de estos cambios?
      ¿Crees que el encargado del supermercado tomó la mejor decisión? Por qué?

3. Haz un mural o diagrama de los trabajos y oficios que las personas pueden escoger si quieren trabajar con plantas.

LIVING THINGS - PLANTS: VOCABULARY

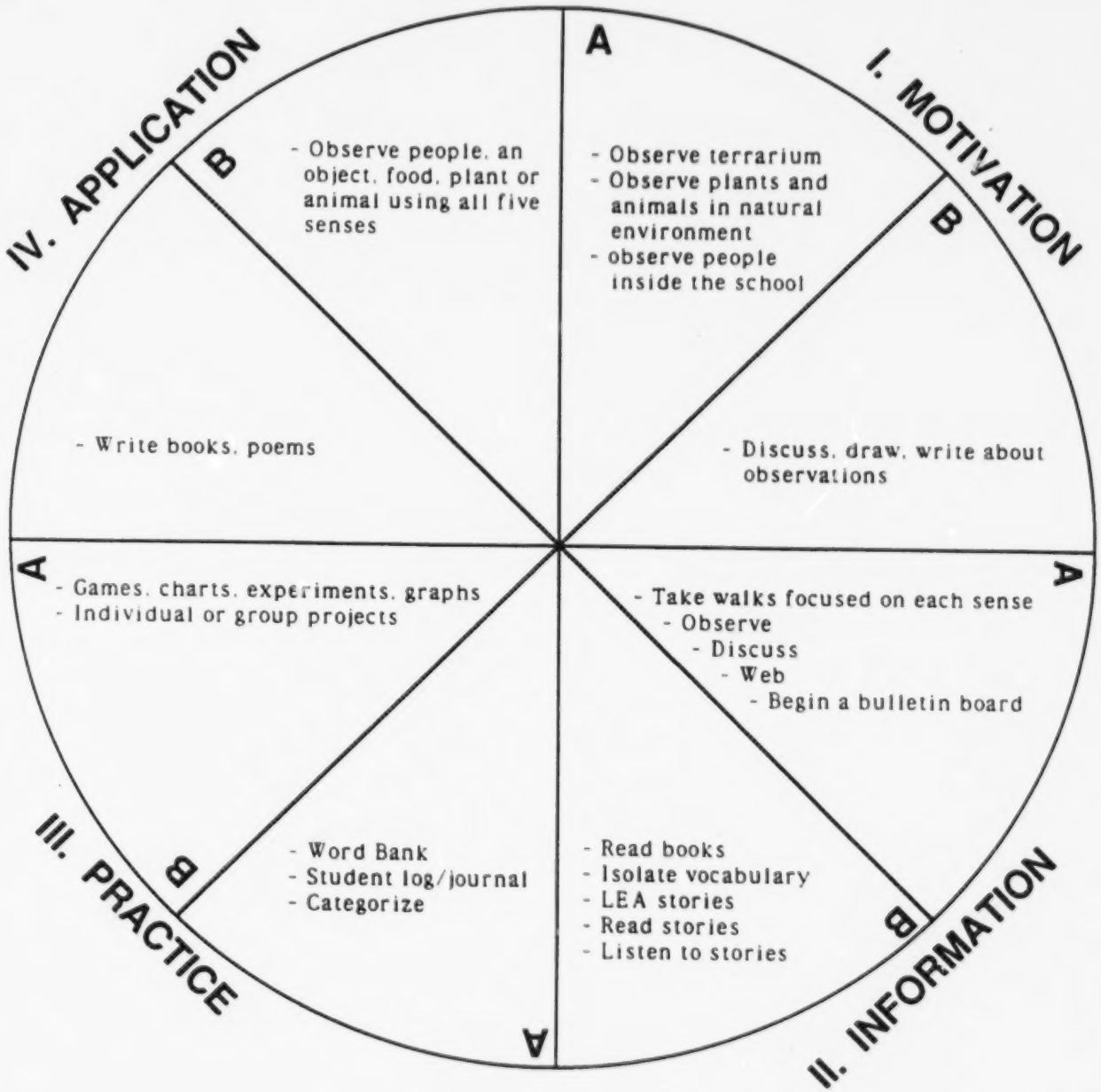
CONCEPT: Plants provide for human needs.

raíz
semilla
árbol
arbusto
hierba
oxígeno
óxido de carbono
germinar
tallo
hoja
flor
almidón
granos
abono natural
alimento
medicinas
planta
fruta
tierra
agua
sol

*See also p.61 for Fruits and Vegetables

USE OF SENSES: OVERVIEW

CONCEPT: People use their senses to learn about the world



USE OF SENSES: CONCEPT and OBJECTIVES

CONCEPT: People use their senses to learned about the world.

OBJECTIVES

SOCIAL STUDIES

K.7 Use simple charts and graphs
1.10 Interpret simple maps of classroom and school
2.6 Use/draw simple maps
2.3 Recite/write the names associated with individual place locations
3.5 Identify environmental features in the local community
3.6 Draw simple map of neighborhood and community with legend and directional symbol

MATH

Applications
K.2 Recognize and identify geometric shapes in everyday objects
1.1 Recognize and identify solid and plane figures in real life objects
1.2 Recognize and identify the use of whole numbers in real life

Length
K.1 Recognize the ruler/yardstick as an instrument of measuring length
K.2 Compare two objects as to length or height
K.3 Arrange three objects in order of length from shortest to longest
1.1 Make simple linear measurement in centimeters and inches
2.1 Show the appropriate instrument to measure a given object
2.2 Measure length in inches, feet, yards, centimeters, meters
2.3 Show the relationship between centimeter and meter and between inch and foot
3.1 Measure the length of a pictured object to the nearest centimeter and meter
3.2 Measure length in inches, feet, yards

MATH continued

Geometry
K.1 Identify a triangle, square, circle, rectangle
K.2 Classify objects according to common attributes: size, color, shape, thickness
K.3 Use arbitrary units to find perimeter
1.1 Draw and identify a triangle, square, circle, rectangle
1.3 Recognize and identify spheres, cones, cubes
2.1 Recognize and identify cylinders and rectangular prisms
2.4 Find the distance around a polygon for which lengths of the sides are given
3.1 Identify circles, rectangles, squares, triangles

Temperature
K.1 Recognize the thermometer as an instrument for measuring temperature
1.1 Read the temperature from a Celsius and Fahrenheit thermometer to the nearest 10 marking
2.1 Read the temperature from a Celsius and Fahrenheit thermometer

Statistics and Probability
K.1 Read tables, charts, graphs at this level
1.1 Read picture graphs, bar graphs, tables to solve problems
1.2 Collect and use data in making a bar graph
2.1 Interpret data and construct bar graphs, picture graphs and tally tables
3.1 Use information from a pictograph to solve problems

USE OF SENSES: OBJECTIVES

LANGUAGE ARTS

Basic Concepts: colors, shapes, weather
Vocabulary Domains: body parts, nature, animals

SCIENCE

K.2 Identify the body organ associated with each of the five senses and use the senses to observe and describe common objects
K.3 Describe an object on the basis of color, shape, texture, size, position
K.4 Sort and classify objects using one variable
K.5 Compare two concrete objects by using terms which refer to length, width, size or weight
1.3 Put in order a collection of at least three like objects according to size or weight and describe them
1.4 Measure concrete objects using non-standard units
2.3 Select the appropriate instruments used to make measurements of length, weight, volume, temperature
2.4 Record and describe information gathered from observations measurements
2.5 Make inferences after observation of object/event
2.6 Observe physical events and predict their outcomes
3.2 Observe and classify objects into the sets and subsets of similar characteristics

SCIENCE continued

3.3 Use basic metric measurements in classrooms and real world situations
3.4 Record and describe information gathered from first-hand experiences
3.5 Infer the possible cause and effect of an event

HEALTH

K.5 Identify basic parts of the body and their functions
1.5 Identify body parts inside and outside and develop an understanding of how these body parts grow
2.5 Identify the five senses, their functions, importance in everyday life

USE OF SENSES: ACTIVITIES

CONCEPTS: People use their senses to learn about the world.

Students will discover to learn about the world using sight, touch, smell, taste, and hearing.

A. Review introductory experiences now in the context of the five senses.

1. Observe plants and animals in the terrarium. Observe outside the school: trees, grass, insects, other animals. Discuss, draw, and write about the observations, focusing on the use of all the senses. Identify the body parts used for each sense.

B. The sense of sight

1. Take a walk inside the school building. Focus on seeing things in the library, gym, halls, clinic, music room.

2. Define the sense. Isolate the vocabulary, build a student word bank and classify words.

3. Measure objects. Describe objects on the basis of color, size, and shape.

4. Discuss something you did using the sense of sight. Write and draw it.

5. Read and discuss the book La Vista by Parramon and Puig (Barrons).

C. The sense of touch

1. "Feel Bag" activity. Blindfolded student picks an object form the bag. Describe what it is just by feeling with his hands. Guess what it is, identify words.

2. Define the sense. Isolate the vocabulary, build a student word bank and classify words.

3. Make a collection of things of the different textures. Compare different objects. Discuss why they are different or alike. Write about it.

4. Read and discuss the book El Tacto by Parramon and Puig (Barrons).

D. The sense of smell

1. Bring a variety of food having distinct smell. Blindfold students and let them identify the food. Classify food by their smell.

2. Define the sense. Isolate the vocabulary, build a student word bank and classify words.

3. Discuss smells that you like. Write and draw about it. Make a graph.

4. Read and discuss the book El Olfato by Parramon and Puig (Barrons).

E. The sense of taste

1. Choose foods that represent the four taste types: sweet, salty, bitter, and sour. Allow the students to taste the foods and make a graph of the likes and dislikes of the class.

2. Define the sense. Isolate the vocabulary, build a student word bank and classify words.

3. Make a collage of things that represent the different tastes. Write about it.

4. Read and discuss the book El Gusto by Parramon and Puig (Barrons).

F. The sense of hearing

1. Take a walk outside the school. Listen to sounds. Each student draws pictures of what they heard in 3 X 5 cards, one picture per card. Classify the pictures. Make a class graph on a bulletin board.

2. Define the sense. Isolate the vocabulary, build a student word bank and classify words.

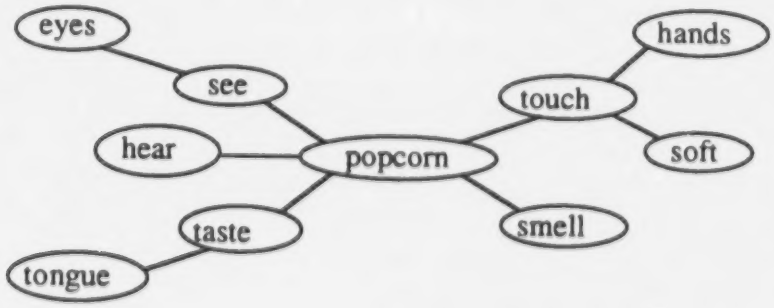
3. Play a game. Blindfolded student points in the direction of the student that is making the sound. Student identifies sound. Classify sounds.

4. Read and discuss the book El Oido by Parramon and Puig (Barrons).

G. Popcorn: Culminating activity incorporating all senses.

1. Make popcorn. Observe the process.
   - What do you use to make popcorn?
   - What is happening?
   - What do you hear, smell, feel, see?
   - How does it look, smell, sound, feel?
   - How does it taste?
   - What did you use to see it pop?
   - What did you use to hear, to smell, to taste, to feel it?

2. Web all vocabulary.



3. Sequence steps in making popcorn.

4. Write and draw about it.

5. Optional extension activities

   - Write poems about popcorn
   - Write stories about popcorn
   - Make different kinds of popcorn. Experiment with adding a small amount of the following: curry, garlic, sugar, soy sauce, chili powder, salt. Sprinkle on popcorn, shake to mix; add a small amount to begin with. Have a taste test. Make a graph of class's favorite.

H. Assessment activity

Student will choose an object, food, terrarium plant or animal or pet and describe how each sense can be used to learn about it. Use a table as a model.
Ex. What can your sense of sight (eyes) tell you about a table? each of the senses in sequence? (Smell would not be very helpful in this case. You might, however, smell glue or something else.)

I. Ongoing activities for individuals or groups:

- Write a big book about the five senses for younger students.
- Make a poster of the five senses.
- Make a video tape/explanation of the five senses.
- Make a collage, booklet, or drawing of the five senses.
- Write a poem, or story as you study and experience each of the five senses
- Create a pattern book.
- Make a bulletin board on the five senses.
- Make a map of area visited on walks to explore use of senses.
- Write or draw about something you did using the sense of hearing.

USE OF SENSES: MATERIALS

CONCEPTS: People use their senses to learn about the world.

Use pictures, realia, study prints, books, magazines and and other appropriate materials

READING MATERIALS

TEXTBOOKS

Ciencias, Silver Burdett, gr. 1, ch. 1
Ciencias, Silver Burdett, gr. 2, ch. 4
Ciencias, Silver Burdett, gr. 3, ch. 8

Elementary Science Curriculum Guide

TRADE BOOKS

La Vista, Ruis, Parramon and Puig, Barrons
El Tacto, Ruis, Parramon and Puig, Barrons
El Olfato, Ruis, Parramon and Puig, Barrons
El Gusto, Ruis, Parramon and Puig, Barrons
El Oido, Ruis, Parramon and Puig, Barrons

Tus Cinco Sentidos, Ray Broekel, Chicago Press

Mírate Los Ojos, Paul Showers, Editorial Thomas Y. Crowell

USE OF SENSES: LEARNING CENTERS

TOPIC: MY SENSES

OBJECTIVES:

1. To identify the senses and their function.
2. To identify major parts of the body and their function.
3. To classify sounds.
4. To stimulate the production of new ideas.
5. To increase awareness of similarities and differences and of relationships between objects and things.
6. To evaluate situations.
7. To make decisions when answering "why" questions.

MATERIALS:

Large roll of brown paper, construction paper of different colors, writing paper, graph paper, reference books, old magazines, rulers, pencils, crayons, magic markers, tape recorder, pictures, jars with things to smell, "deal bag" with different textures, and things to taste.

ACTIVITIES:

1. My body
   With the help of a friend or a teacher, trace your body using a roll of brown paper. Label the parts of your body. Using the ruler measure the length of your arms, legs or any part. Compare your measurements with a friend. On a paper draw, paint, or write as many ideas as you have of the uses of any part of your body. Illustrate why you need your eyes, mouth, or other parts of your body.

2. Sounds
   Listen to the tape recorder. After you have finished listening, list or draw as many things as you can remember of the sounds you heard. Create your own sound and share it with the class.

3. I Learn by Looking, Listening, Doing and Making
   Look at the pictures of the animals. Look at the animals' ears, then listen to the animals' sounds on the tape. Name three animals that have: LARGE ears, small ears, and hidden ears. List at least five animals that make these sounds: LOUD, soft, HIGH, and low. Compare the elephant's ears with a hippo's ears. Write two things that are alike and two things that are different. Which animals have ears that are like amplifiers? What animals did you like best? Draw an object or animal that makes a special sound.

4. "Feel Bag"
   Pick an object inside the bag. Don't look at the object and don't show it to your friend. Describe what it is just by feeling with your hand. Guess what it is. Compare two different objects. Tell why they are different and why they are like. Of all the objects, which one was the biggest, the smallest, the hardest, the softest?

5. Eyes, Eyes, and More Eyes
Take "The Eyes" paper. To whom or what do these eyes belong? What are they looking at? Why? Create your picture and share it with the class. Write the words that describe your picture.

6. Tasting and Smelling
Smell different things from the jars. Compare them. Classify the things you smelled into soft or strong. Make a graph of the of the things you smelled Display your graph. Cut pictures of things you can taste, smell, listen to, see, and touch, and make a collage. Display your work.

USE OF SENSES: VOCABULARY

CONCEPTS: People use their senses to learn about the world.

Senses

el tacto
el oido
el olfato
el gusto
la vista

Colors

azul	marrón
verde	morado
amarillo	negro
rojo	blanco
anaranjado	gris
rosado	violeta
café	

sonido	
bajo	alto
salado	dulce
agrio	amargo
suave	duro
brillante	aspero
grande	pequeño
mediano	
claro	oscuro
alto	bajo
ancho	estrecho
(angosto)	
sentir	tocar
ver	mirar
oir	escuchar
igual	diferente

Shapes and Geometric Figures

triángulo
rectángulo
círculo
cuadrado
redondo

Parts of the Body

La mano	las manos
la oreja	los dedos
la nariz	la cabeza
la boca	los dientes
el ojo	los ojos
el brazo	los brazos
el estómago	la pierna
el pie	los pies
la piel	la cara

Advanced Vocabulary:

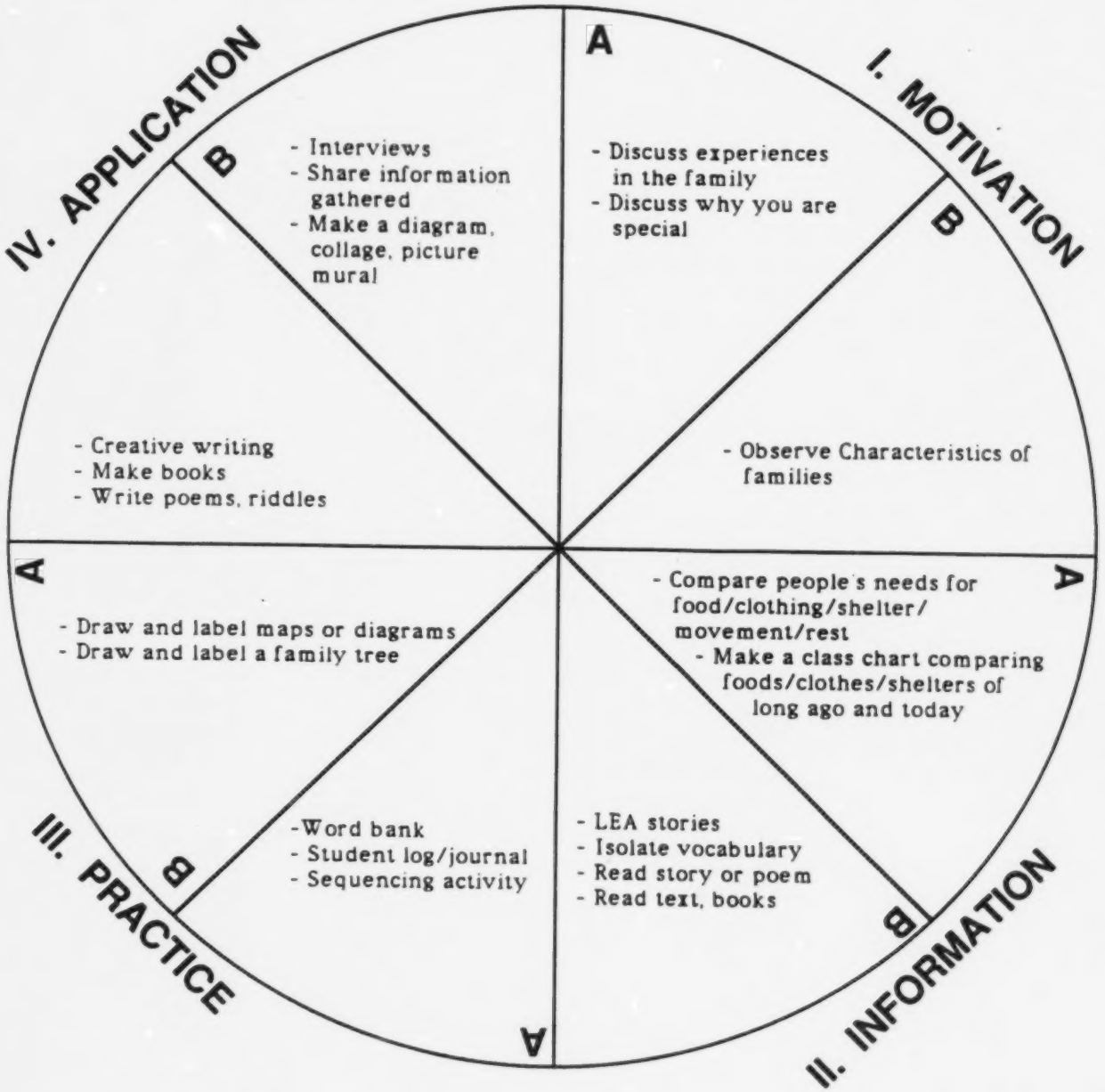
la lengua	el pelo
la garganta	la mejilla
el cuello	el codo
la muñeca	la cintura
la cadera	la rodilla
la barbilla	la pantorilla
el tobillo	

Advanced Vocabulary:

cono
circunferencia
paralelepípedo
polígono
pentágono

NEEDS OF PEOPLE: OVERVIEW

CONCEPT: People live in families and have special needs.



NEEDS OF PEOPLE: CONCEPT and OBJECTIVES

CONCEPT: People live in families and have special needs.

OBJECTIVES

SCIENCE

K.11 Describe the characteristics of living things and identify familiar objects as living or non-living.

K.12 Describe some ways in which living things change as they grow and develop.

3.14 Observe and describe how animals behave in different ways to meet their life needs.

SOCIAL STUDIES

K.6 Identify examples of the basic physical needs of people: food, clothing, shelter and recognize that they are essential to life.

1.1 Identify the physical and social needs of a family.

1.2 Identify different roles people have in family and school.

1.3 Name, define, and classify examples of wants and needs for people.

HEALTH

K.2 Recognize the structure, importance, responsibilities of the family.

1.2 Recognize the interdependence between child and family responsibility action.

1.7 Explain reason why people need food.

2.2 Recognize the importance of family, family choices, family rules.

2.7 Identify the food groups and a variety of foods from each group.

3.7 Differentiate between healthy and harmful food choices by identifying characteristics of each.

NEEDS OF PEOPLE: ACTIVITIES

CONCEPT: People live in families and have special needs.

A. Habitat

1. Observe the terrarium. Describe the terrarium. Write and illustrate the habitant.

2. Identify needs of living things in the terrarium.

3. Ask what if ...? questions. Answer them. What if there was no water?

B. Properties of non-living things

1. Use a set of attribute blocks; let students talk about their properties; ie., size, color, shapes, thickness.

   Game. Holding an object behind his back, one student describes his item by its color, shape, and size. The rest of the students get ten guesses to determine what the object is. Then, the student holding the object tries to tell its use, and the questioning progresses.

   Students write their own riddles using descriptive properties. Other student draw and write the answer to the riddle.

2. Compare characteristics of living and non-living things.

   a. List characteristics of living and non-living things.

   b. Identify, compare, and contrast characteristics.

   c. Children bring body pictures of themselves to prove they have changed.

   d. Read and discuss text Ciencias by Silver Burdett, gr. 1, ch. 5; gr. 2, ch 4; gr. 3, ch. 10.

3. Features of places. Real places can be represented by their features on maps.

   a. Name all the parts of the classroom and their location. Name the furniture in the classroom.

   b. Make a map showing the shape of the classroom, locating doors and windows. Add furniture.

   c. Add a compass rose.

   d. Study and discuss map of the school. Locate different rooms.

   e. Read and discuss Estudios Sociales: Familias y Sus Necesidades, gr. 1, ch. 3; Comunidades Y Sus Necesidades, gr. 2, ch. 1; Comunidades de Nuestro País, gr. 3, ch. 1 & 2. Study maps.

NEEDS OF PEOPLE: ACTIVITIES

C. Needs of People

1. Need for sleep

   a. Observe terrarium. Do animals move all the time? Do people need rest? Why?
      - chart hours for going to sleep/waking up
      - determine number of hours to sleep
      - when do people need to rest?
      - talk about day and night.
      - talk about jobs that require people to change their sleep cycle

2. Need to move

   a. Observe the terrarium. Do the animals move? Do people move? Why? What body parts does a person move?

   b. Let students imitate animal movements and people doing different exercises, bicycling, swimming, jogging.

   c. Talk about importance of exercise and being fit.

   d. Web and write about health benefits from being physically fit.

   e. Take a survey of favorite exercises. Make a class chart and record all the information. Include as many age groups as possible.

3. Feelings

   a. Discuss feelings. Talk, write, or draw about being sad, happy, angry.

   b. Make paper plate faces illustrating being sad, angry, happy.

   c. Write letters, poems, expressing their feelings about different situations.

   d. Talk about the need for caring about others and being polite. Role play.

   e. Make a "helping" bulletin board. Assign each student a job and talk about the purpose and need for the job.

   f. Read and discuss Familias Y Sus Necesidades, gr. 1, ch. 1; Comunidades Y Sus Necesidades, gr. 2, ch. 4.

D. Who am I?

1. Observe several families as well as their own family. Make chart showing characteristics of each family observed. Compare likeness and differences.

2. Make individual family scrapbook. Include pictures of dog, cat, etc., their home, extended family, favorite family activities. Talk and write about the pictures.

3. Research the family's past by interviewing parents or older members of the family. Report on:
   - Where the family came from originally?
   - Have first names being past on?
   - What are the family's customs and traditions?

4. Make a family Totem Pole. Brainstorm on how each member of the family could be represented by an animal, fish, bird, etc. Draw pictures, color. Each figure on the totem tells about a family member. Roll brown construction paper for the pole. Glue heads to the pole. Write about why you chose a particular animal to represent a family member.

E. Food as a need

1. Discuss why food is important.

2. Lead students to discover/classify food groups.

3. Make a collage of the different food groups.

4. Discuss breakfast, lunch, dinner. Make drawings of well balanced meals.

5. Make a graph of favorite food of the class.

6. Make a chart comparing foods that are healthy and not healthy.

F. Foods long ago

1. Read and discuss Estudios Sociales, Familias y Sus Necesidades, gr. 1, ch. 5; Comunidades y Sus Necesidades, gr. 2, ch. 7.

2. List foods that people ate long ago.

3. Compare foods from long ago with food that you eat now.

4. Take a field trip to the Claude Moore Colonial Farm (703) 442-7557. Observe a Virginia family before the American Revolution.

   After the field trip:
   a. Discuss families' lifestyles and eating habits.
   b. Compare then and now.

G. Clothes as a need

1. Make a thread by filling a clear glass or test tube with vinegar. Next, using an eyedropper, pour a string of milk into the vinegar. The milk will form a thread similar to synthetic threads. Explain what is happening.

2. Give each child a cotton ball to carefully twist into a thread. It will be necessary for the teacher to demonstrate how this is done. After students have twisted and compared lengths. Apply the process to what is being studied.

3. Have students make a clothes booklet and divide it into the following sections: warm weather; cool weather; cold weather; hot weather; special occasions; work clothes; play clothes and dress up clothes. Use catalogs, magazines, and newspapers, to cut out appropriate pictures for each section of the notebook. Have students write a sentence for each section.

4. Find pictures of people in different cultures. Compare and contrast each culture and discuss reasons for differences from one culture to another. Write stories about the scenes children see when they pretend they are living in another culture. On a map locate the places that are being discussed.

5. Collect scrap materials. Have children cut a self-portrait of themselves out of the materials. Have them use as many textures as possible.

Read and discuss Familias y Sus Necesidades, gr. 1, ch. 6; Comunidades y Sus Necesidades, gr. 2, ch. 4.

G. Shelter as a need

1. Put together a collection of different kinds of shelters. These can be used for several different activities; make a collage or make a scrapbook and label the kinds of shelter shown; file pictures according to climate, countries or other classifications; and have students categorize pictures according to structure, materials used, etc.

2. Collect containers of all sizes and shapes. After studying different kinds of shelter allow students to choose a container to represent one type of shelter. Organize all student-made shelters on a block or street. Then, construct a map representing the block or street.

3. Read The Three Little Pigs. Divide the class into three groups and have each group construct one of the houses described in the story. Have students list both the advantages and disadvantaged of each of the three houses. Act out the story and present to the kindergarten or first grade group. Discuss how "in real life" the three uses might not be safe. Discuss earthquakes, hurricanes, etc.

4. Have students draw a picture of their home. Display these on a bulletin board. Write a story about their home. Have students bring in photographs or drawings of their home. Make comparisons and contrasts between the drawings and photos. Write the home address on the drawings.

5. Collect physical objects used in building homes. Label and display the objects in the classroom. Have students list the uses of each or a selected group of objects.

6. Select pictures showing homes from many different cultures. Have the class look at some examples and discuss possible climates, resources, and income levels of the people living there. Allow students to choose a different picture to write about and develop their own conclusions about the pictured environment. Also discuss how houses are suited to their environment or location.

7. Have students list each room in their home. Then discuss what they do in each room listed. Have students draw pictures of their favorite room and write about an activity in their favorite room.

8. Brainstorm a list of animal shelters. Have students do research on different animals to find out what kinds of shelters animals build/use. Classify different types of shelters (eg., caves, tree limbs, etc) and list the various animals that use a particular type of shelter.

Read and discuss Estudios Sociales, Familias y Sus Necesidades, gr. 1, ch. 7.

NEEDS OF PEOPLE: ASSESSMENT ACTIVITIES

1. Students will think of one non-living thing and create a story and picture of what it would be like if it took on living characteristics.

2. Students will write a cinquain about a living thing or its characteristics.
   Cinquain: line 1 topic
   line 2 - 4 describe topic
   line 5 synonym for topic

3. Make individual charts/lists/illustrations of three snacks that belong to each food group.

4. Keep a day's diary. Record your activity every hour. Identify things that are basic needs. Are there other needs beyond the basic needs?

NEEDS OF PEOPLE: MATERIALS

CONCEPT: People live in families and have special needs.

Use kits, magazines, study prints, books, and other appropriate materials

FILMS, FILM STRIP AND TAPE

Number	Title
	La Gallinita Roja
	Los Tres Osos
	Caperucita Roja
	El Dragon Paletero

READING MATERIALS

TEXTBOOKS

Estudios Sociales, Silver Burdett & Ginn, gr. 1, ch. 1, 2, 3, 5, 6, 7.
Estudios Sociales, Silver Burdett & Ginn, gr. 2, ch. 4, 5.
Estudios Sociales, Silver Burdett & Ginn, gr. 3, ch. 4, 5, 6.

Ciencias, Silver Burdett, gr. 1, ch. 5.
Ciencias, Silver Burdett, gr. 2, ch. 4.
Ciencias, Silver Burdett, gr. 3, ch. 14.

Social Studies Curriculum Guide

TRADE BOOKS

Ediciones Altea, Así Son Papá y Mamá
Ediciones Altea, Así Son Nuestros Amigos
Ediciones Altea, Así Es Nuestra Casa
Ediciones Altea, Así Es Nuestro Hermano Pequeño

Caperucita Roja, La Galera, S.A. Editorial

Radlawer, Ruth. Papá Es Grande. Glendale: Bowman Publishing Corporation, 1967.

Rider, Alex. Cuando Vamos al Mercado. New York: Funk & Wagnalls, 1968.

Curry, Nancy. La Manzana Es Roja. Glendale: Bowman Publishing Corporation, 1969.

Curry, Nancy. La Señora Jones Es Mi Amiga. Glendale: Bowman Publishing Corporation, 1969.

Chalad, Dorothy. Los Amigos Pueden Ser Amigos Especiales. Chicago: Children Press, 1985.

COMPUTER PROGRAMS

Amigo	Apple IIe
Spanish	Apple IIe

FIELD TRIPS

Grocery Store
Claude Moore Colonial Farm

NEEDS OF PEOPLE: LEARNING CENTERS

CONCEPT: People live in families and have special needs.

TOPIC: WHO AM I?

SUBJECT: Science Health, Social Studies, Math, Art, Language Arts

GRADE LEVEL: 1, 2, 3

OBJECTIVES

1. To provide ample opportunities for students
   - to roam mentally
   - to be original
   - to be fluent and flexible with ideas.
2. To assists the student in understanding and discovering his/her own beliefs, feelings, attitudes, and thoughts.
3. To stimulate the production of new ideas.
4. To stimulate a desire for learning.

MATERIALS

Writing paper, crayons, markers, pencils, construction paper in a variety of colors, old magazines, pictures of children and families, and small dowels.

ACTIVITIES

1. <u>This Is Me</u>
   Make your own Yea and Boo banner. Likes are presented on the Yea banner and dislikes on the Boo banner. Write words, draw, and/or paste pictures to decorate your banner. Display your banner. Tell about your banner and share your ideas in the whole class group.
2. <u>Numerology Chart</u>
   Make a numerology chart describing yourself. The chart would include all your important numbers. Examples: birthday, weight, phone number, house numbers, ages, height, number of family members. You may think about some more to be included in your chart.
3. <u>My Coat of Arms</u>
   Design a coat of arms for yourself or your family. Cut pictures from a magazine or draw and color pictures that represent your interests, hobbies, likes or even dislikes. Display your coat of arms. (Students share in group activity.)
4. <u>My Portrait</u>
   Draw a portrait of yourself using a crayon or colored pencils. Then, take a sheet of lined paper and write a poem, song, or story about your portrait. Display your work.

5. Feelings Game
   Play the "Feelings" game. Play it with a friend or friends. You can act out the different feelings or you may tell about situations that make you feel that way.

TOPIC: PEOPLE AROUND US

OBJECTIVES:

1. To compare characteristics.
2. To analyze information.
3. To collect data.
4. To state reasons.
5. To see relationships.
6. To promote creative thinking.

ACTIVITIES

1. Community Helpers
   Pretend you are a nurse or doctor living in the year 2890. What special equipment you will need? What might your office look like? What problems might you have? Illustrate your ideas. Invent new instruments or medicines. Invent and list the new vocabulary words for your inventions. Illustrate your ideas.

2. Neighborhoods
   Think of a problem in your neighborhood. Write or illustrate how would you solve this problem. Share it with the class.

3. Houses, All Kinds of Houses
   Collect pictures of different kinds of houses. Make a collage for display. Design a house of your own. Draw a picture of your design. Compare four houses on your street. How are they alike? How are they different? Write sentences about their likeness and differences. Hypothesize what a home of the future would be like. Illustrate your design. Imagine there are plans to build a huge building where this school is located. Would you agree or disagree? Record your thoughts on tape and tell why you think that way. (Explain your argument).

TOPIC: TAKING CARE OF ME

OBJECTIVES

1. To understand importance of good health habits.
2. To develop cause and effect relationships.
3. To stimulate creativity.

MATERIALS

Markers, crayons, pencils, lined paper, unlined paper, construction paper, old magazines, glue, pictures of food, reference books, and tape recorder.

NEEDS OF PEOPLE: LEARNING CENTERS

ACTIVITIES

1. Being Healthy
   Cut pictures from a magazine or draw your own pictures to make a poster showing things you should do to be healthy. Write sentences telling why it is important to do those things that your poster illustrates.

2. Making Menus
   Pretend you are in the year 2008 and you are the owner of a restaurant. Design a menu with nutritious food. Ask a friend to take an order from your menu. Take her/his order and total the bill.

3. My Cause and Effect Chart
   Listen to directions on the tape recorder. (Take a yellow card. Look at the list of food. Choose one name of a food. Write the word on the top left hand side corner. What would happen if you could only eat that food for the rest of your life. Write a sentence and/or illustrate your answer on the card. You can do as many as you like, one for each card.)

4. What If....?
   Write sentences, poem or paragraph to answer these thoughts. What if I were a germ? What if I never brushed my teeth?

TOPIC: ANIMALS

1. I like Animals
   Read books about animals. Choose an animal to study. Gather data from a variety of sources. Learn as much as you can about your animal. Design a zoo environment for your animal. Draw or build your animal environment. Give reasons why that environment would be the best to keep your animal healthy and happy. Compare your designed environment with the environment in the terrarium.

2. What are Things Like?
   Think about the relationships. Draw or write your answers. Examples of analogies:

   Teachers are to parents as parents are to_____.

   Neighborhood is to city as country is to _____.

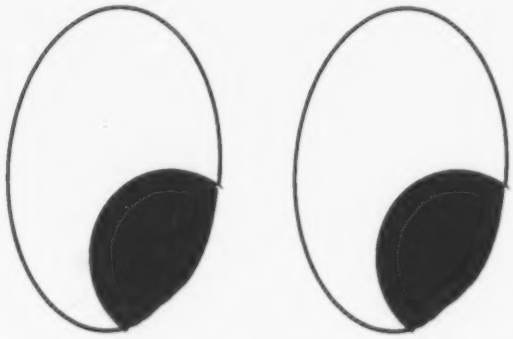
   Parent is to child as lion is to _____.

   Fish are to ponds as bees are to_____.

Nombre: _____.

OJOS, OJOS, MUCHOS OJOS

¿De quién serán estos ojos?



¿Qué miran?_____.

_____.

¿Por qué? _____.

_____.

NEEDS OF PEOPLE: VOCABULARY

CONCEPT: People live in families and have special needs.

especial	familia
semejante	diferente
amigos	sentimientos
triste	contento
feliz	enfadado
madre	padre
mamá	papá
hermana	hermano
sobrina	sobrino
nieta	nieto
abuela	abuelo
prima	primo
tía	tío
cerca	lejos
derecha	izquierda
ayudante	alimentos
ropa	uniforme
camisa	blusa
falda	pantalón
zapatos	zapatillas
vestido	calcetines
medias	guantes
mitones	sombrero
sombrilla	paraguas
correa	bufanda
trusa	traje de baño
casa	vivienda
iglu	casa romolque
apartamento	calle
mapa	resguardo
necesidades	deseos

NEEDS OF PEOPLE: VOCABULARY

Food: fruits and vegetables

la manzana
la pera
la piña
el melocotón
el guineo
la uva
el melón
la ciruela
la cereza
la toronja

la naranja
el limón
el plátano
el durazno
la banana
la sandía
el coco
la fresa
el mango

la col
el maní
la calabaza
el tomate
el brocoli
el pepino
el frijol
el maíz
el ají
la zanahoria
el arroz

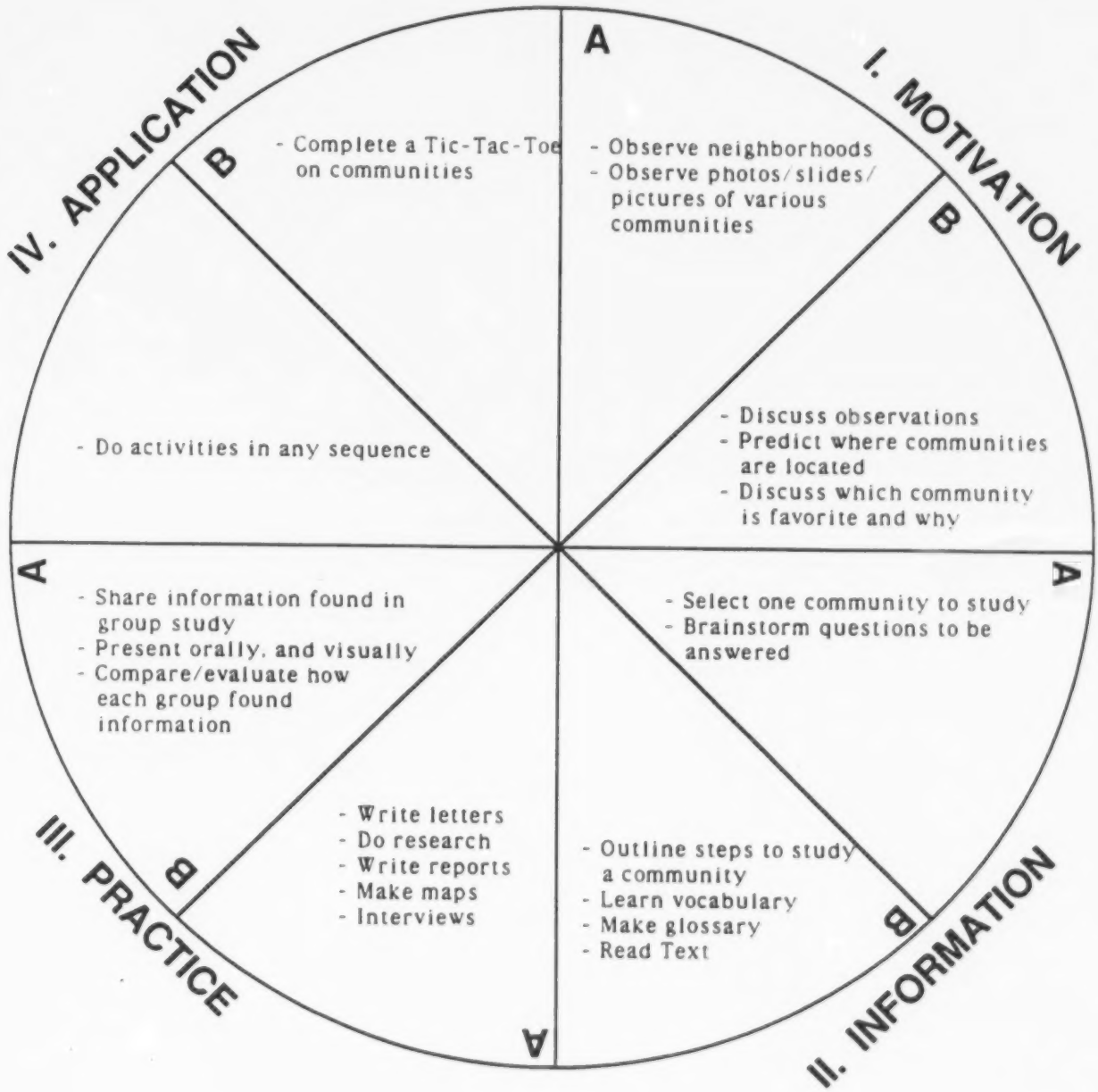
el cacahuate
la espinaca
la lechuga
el apio
el coliflor
el aguacate
el ejote
el trigo
la papa
los garbanzos

el desayuno
la comida
el emparedado
el perro caliente
el café
la sopa
la mantequilla
el queso
el pastel
el té
la hamburguesa
el pollo
el jamón
los dulces
el pescado

el almuerzo
la merienda
la leche
el pan
el chocolate
la tocineta
el huevo
el requesón
el helado
las papas fritas
el arroz con pollo
la carne
las galletas
la torta

COMMUNITIES: OVERVIEW

CONCEPT: Communities are similar and different.



COMMUNITIES CONCEPT and OBJECTIVES

CONCEPT: Communities are similar and different.

OBJECTIVES

SOCIAL STUDIES

2.5 Examine similarities and differences between communities and make simple generalizations about communities being studied

2.7 Describe how people depend on each other for goods and services

3.7 Compare and contrast surrounding communities

3.17 Identify characteristics of a community and know the duties and responsibilities of some community health helpers

FAMILY

K.5 Recognize that there are different family structures

1.3 Compare and contrast family life styles of different cultures

NATURAL RESOURCES

1.14 Identify some commonly used natural resources, describe ways they are used and tell what we can do to conserve them

2.8 Identify natural resources of their locality and state their importance

3.15 Identify environmental features in the local community

ADAPTATION

K.14 Observe and describe similarities and differences between various environments

1.5 Tell how climate and surroundings affect the way people dress and look

1.13 Tell ways in which various living things are affected by their environment

3.8 Recognize changes in environment and describe how people adapt to change

3.18 Know different population of plants and animals that are found in different environments

CUSTOMS/CULTURES

3.10 Compare customs and habits of different ethnic groups in the U.S. and groups in other parts of the world

GEOGRAPHIC

1.11 Recognize features on a simple globe

2.3 Recite or write names associated with individual place locations

2.6 Draw and use simple maps

2.12 Locate the US and Virginia on a map and globe

3.6 Draw a simple map of the neighborhood/community with legend and directional symbol

3.12 Recognize and define global features

COMMUNITIES: OBJECTIVES

ADAPTATION

2.7 Describe how people depend on each other for goods and services

2.5 Examine likenesses and differences between communities and make simple generalizations about communities being studied

3.7 Compare and contrast surrounding communities

MATHEMATICS OBJECTIVES

ESTIMATION

K.1 Estimate how many objects in a set of objects

1.1 Explore estimation using

2.1 Units of time, measure, money and sets of objects for a reasonable answer

PROBLEM SOLVING/LOGICAL REASONING

K.2 Demonstrate the ability to use these problem solving strategies: act it out, build a model, draw a picture, make a drawing, identify extraneous/need information, look for a pattern, make a list, write a number sentence

K.3 Group objects according to common attributes

1.3 Classify objects having one or more common attributes

3.1 Demonstrate the ability to solve problems using these strategies: identify extraneous/needed information

STATISTICS AND PROBABILITY

K.1 Read tables, charts, graphs at this level

1.1 Read pictures graphs, bar graphs, tables to solve problems

1.2 Collect and use data in making bar graph

3.1 Use information from a pictograph to solve problems

6.2 Demonstrate an understanding of circle graph by making comparison and calculations

COMMUNITIES: ACTIVITIES

CONCEPT: Communities are similar and different.

A. Observe your neighborhood.

1. Students will discover the community in which they live by drawing and/or writing about what they see:

   a. What kinds of houses do you see? How are they different? Alike? Do the houses have numbers? How are they written and in what order?

   b. Make a list of the businesses in your neighborhood. Why are they needed?

   c. Visit the local grocer/supermarket. Observe the fruits and vegetables. Note where they come from.

   d. Take a class walk around the neighborhood. Note the different workers that you see.

   e. Visit the school nurse's office. Discuss the uses of the supplies used.

2. Listen to a community worker tell about his/her work. Arrange to have a community worker come to class.

3. Listen to sounds associated with certain occupations.

4. Match pictures of items of clothing and equipment to the pictures of the workers associated with them.

5. Dress figures in clothing which corresponds to their occupation.

B. Make a model of your favorite place/building in the community.
   - drawing
   - clay
   - paper/cardboard
   - popsicle sticks
   - papier-mâché

C. Make a walking map of neighborhood. Devise an appropriate key and symbols.

1. Assemble photos/slides/pictures of various communities in the U.S. Example: cities, farms, industrial centers, fishing villages, suburbs, coal-mining, oil-drilling.

   a. Students will name and describe what they see in each scene.
   b. Students should be encouraged to include size, color, number, and use in their descriptions of what they see.
   c. Students can discuss personal experiences if they are familiar with communities presented.

D. Students can discuss why communities presented are different from each other.

1. Students can guess/predict why certain communities have oil drills fishing hatcheries, tall office-buildings, cattle ranches, corn-fields, and coal-mines.

2. Students will predict <u>where</u> in the U.S. these communities are located. For example, is Arlington represented in one of these pictures? If so, which one? Brainstorm reasons.

3. Which of these communities would you like to live in? Why?

4. Students will select one community from photos presented. Class will brainstorm a list of questions to be answered about the community. Some questions might be:

   a. Where is this community located?
   b. Why does this community have these specific characteristics?
   c. Why do people like to live in this community?
   d. How many people live there?
   e. What occupations can be found?
   f. What are the natural resources of this community?
   g. Is this community historically important?
   h. Has this community always looked like this?
   i. What languages are spoken in this community?
   j. What do the children do for fun?

E. Web all ideas with labels.

F. Teacher will help students discover the steps to follow in order to study a community.

1. Teacher will assist students in geographically locating community chosen by students. Teacher will provide name of community and state (if necessary).

2. Students will find a community in a map of the U.S. in their Social Studies textbook (grade 3: Comunidades de Nuestro País) on pp. 254-255.

3. Discuss with class how geographical location influences where people decide to start and build a community. Have children describe which geographical or physical features of the community (they have chosen to study) were the reasons for starting the community? For example, is Arlington located near a river? Why?

G. Teacher will present vocabulary necessary for studying a community. Help students by making:
- a community glossary of words which can be used in a community study
- word cards (matching words with pictures)
- word games such as "Hangman"
- crossword puzzles
- acrostic puzzles

H. Teacher will sequence the steps with students which are necessary to study a community. Make a chart to display for student referral: "How to Study a Community".

1. Locate the community on a map. (Review longitude and latitude.) Give longitude and latitude of located community.

2. Examine where the community is located. Look for physical characteristics which could help the growth of the community. Is it near a river?

3. Make your own map of the community.

4. Use library books and encyclopedias to find information on the community's history and famous places to visit. Write a report on your findings.

5. Write a letter to the Chamber of Commerce for specific information on the community concerning: business, jobs, housing, and transportation.

6. Interview a person from the community being studied.

I. Ask students how the steps listed will help to answer questions they developed.

J. Students will read and discuss chapter 3, "Estudiar Una Comunidad" in Comunidad de Nuestro País, (gr. 3). Unit 1 in Comunidades y Sus Necesidades (gr. 2) and Unit 3 in Familias y sus Necesidades (gr. 1).

K. Students will study a community they selected by the following steps outlined by the teacher above.

1. Students may work in committees or groups. Each group will focus on 1 step of "How to study a Community." In this way, students can also choose the area in which they are most interested.

2. Teacher will work individually with each group in assisting them in locating and reading for information, using correct terms, and writing reports.

3. Students will present orally and visually their results and findings to the class. They will share which tools they used to get their information: books, maps, tapes, newspaper.

L. Other activities which can be done in any sequence. These activities may also be organized in one or various formats: learning centers, learning contracts, or individualized instruction.

1. Role-play activities of different community workers.

2. Make labels for community workers.

3. Match labels to pictures of community workers.

4. Make paper bag puppets of community workers.

5. Make a Community Worker Book with magazines and photos.

6. Dramatize an emergency situation, such as a fire, using cutouts of fire fighters, letter carriers, etc., and demonstrate how community members help each other.

7. Match objects, such as a fire station, a mailbox, and a bus with the appropriate community worker.

8. Write an adapted version of the story "The City Mouse and the Country Mouse."

9. Make collages of a fruit or vegetable, etc., and different products that are derived from it.

10. Invite a Spanish-speaking person to speak to the class on the similarities/differences between their native community and Arlington.

11. Survey class on what jobs/occupations their parents hold. How many provide services? goods? Show results in a bar graph.

12. Construct a diorama on a specific area of a community.

COMMUNITIES: ACTIVITIES

13. Make a relief map of a community.

14. Find longitude/latitude of five communities. Present information on a table.

15. Interview a community worker. You may use an audio-tape with the person's permission.

16. Select and collect news stories from Spanish-language newspapers on a community in the U.S.

17. Make a travel poster for a community.

18. Write a poem about your community. You can include your favorite places. It does not need to rhyme.

19. Survey class on what countries they or their families come from. Show results in a pictograph.

20. Create a community. Describe the special features of your community (location, money, culture, schools).

21. Describe a unique holiday and/or event celebrated in Arlington or any other community. Do a commercial announcing the event.

22. Construct a time-line on a community's history.

23. Make clothes for paper dolls to show clothes of a specific community. You can show how climate and jobs affect clothes.

24. Write a letter inviting someone to come and visit Arlington. Tell about some of the things they can see and do.

25. Make an example of a craft from a certain community.

26. Create a puppet show which depicts a historical event from a community.

27. Demonstrate a song, dance, game, or sport from a community. Be able to teach someone else.

28. Create a postage stamp for a community.

29. Find pictures of workers in the U.S. Make a display by labeling the occupations and where they work.

30. Make a mural or collage of resources in a community.

31. Create a mural showing the history of a community.

32. Prepare a photo essay (and label) on Arlington showing what you like about Arlington.

33. Find out how and where your house was built.

34. Make a mobile of workers found in your community who use the Spanish language in their jobs.

35. Start a museum of objects from different Spanish-speaking countries. Label object as to its name, function, and country of origin.

36. Visit a famous or popular place in Arlington. Make a commercial of your visit. This can be done on paper, audio tape, or video.

37. Which communities in the U.S. have Spanish names? In what states are they located? Prepare a chart or table displaying your work.

COMMUNITIES: ASSESSMENT ACTIVITY

1. Using two pictures of each community worker, play a "concentration" game, practicing vocabulary and sentence structures.

2. Classify pictures of different items according to whether they would be found in the country or the city.

3. Plan a trip to a community. Where will you go? How many people are in the group? What route will you take from Arlington? How long is the trip (in distance and time)? What will you see and do? How will you travel? How much money will be needed? Make a chart showing what will be done and plot the route on a map.

4. Select one problem your community has to solve. How would you solve it? Make a model or a diorama showing your idea.

COMMUNITIES MATERIALS

CONCEPT: Communities are similar and different.

READING MATERIALS

SOCIAL STUDIES

TEXTBOOKS AND WORKBOOKS (Silver Burdett and Ginn)

Familias y Sus Necesidades, gr. 1
Comunidades de Nuestro País, gr. 2
Comunidades y Sus Recursos, gr. 3

SPANISH LANGUAGE READERS AND WORKBOOKS

Navegamos (Reader)
"En una bella ciudad"
"El trencito"
"Los pescadores"
"Oficios"
"Canciones de todos los niños del mundo"
"En el campo" (workbook), p. 104
"En la ciudad" (workbook), p. 105

Exploramos
"Las dos muchachas chinas"
"La leyenda de Quetzalcoatl"
"Los zapaticos de rosa"
"El quetzal"

Ginn Spanish Reading Series

En Todas Partes
"Trabajar y jugar"

Amigos en el Mundo
"Nadie le hace caso a Andrew"
"De pies a cabeza"
"Como todos los días"
"El uso de la palabra"

Santillana Spanish Reading Series

Reading in Two Languages

Adelante (Workbook)
"A limpiar el lago", p. 54

TRADE BOOKS

Grade 1

Curry, Nancy. La Señora Jones es Mi Amiga. Bowman Publishing Company, 1969.

Blocksma, Mary. ¡Manzano, manzano!. Children's Press, 1986.

Jaynes, Ruth. ¡Amigos! !Amigos! !Amigos!. Bowman Publishing Company, 1967.

Lenski, Lois. La Granja Pequeña. Henry Z. Walck, Inc., 1968.

El Nombre de las Cosas: El Mundo en el Que Vivo. Editorial Roma.

Bevington, J.D. Palabras: Cada día Aprendo Algo. Editorial Molino, 1976

Manley, D. and James, D. Que Hacemos. Editorial Molino, 1980.

----- Tu Mundo. Editorial Molino, 1980.

Manley, Deborah ed. La Granja. Editorial Molino, 1980.

Ruis, M. and McParramon. La Montaña. Barron, 1987.

----- La Ciudad. Barron, 1987.

----- El Campo. Barron, 1987.

Grade 2

Joslin, S. La Fiesta. Harcourt, Brace & World Inc., 1967.

Lenzki, Lois. Vaquero Pequeño. Henry Z. Walck, Inc., 1960.

Rider, Alex. Cuando Vamos a la Escuela. Funck and Wagnalls, 1967.

Rosario, Idalia. Idalias' Project ABC/Proyecto ABC. Holt, Rinehart and Winstere, 1981.

Rider, Alex. Decimos Feliz Cumpleaños. Funk and Wagnalls, 1967.

----- Cuando Vamos al Mercado. Funk and Wagnalls, 1968.

Grade 3

Delahaye, G. Martita en la Montaña. Editorial Juventud, 1959.

Delahaye, G. Martita en la Feria. Editorial Juventud, 1958.

Fain, James W. Rodeos. Children's Press, 1988.

McKissack, Patricia. Los Incas. Children's Press, 1988.
----- Los Mayas. Children's Press, 1988.

Ramirez, Pablo. Manuelito un niño navajo. Editorial Juventud, 1963.

Ritchie, Barbara. Los Cambios de Ramón. Parnassus Press, 1959.

Rhodes, Dorothy. Como Leer un Mapa de Una Ciudad. Elk Grove Press, 1969.

FIELD TRIPS

Arlington County Court House
Police Station
Bell Telephone
Arlington Company

CURRICULUM GUIDES

A Unit of Study for the Gifted Student:

Environment, Grade 1
Patterns, Grade 2
Change, Grade 3

Hagamos Caminos (Readers and Workbooks)

COMMUNITIES: LEARNING CENTER

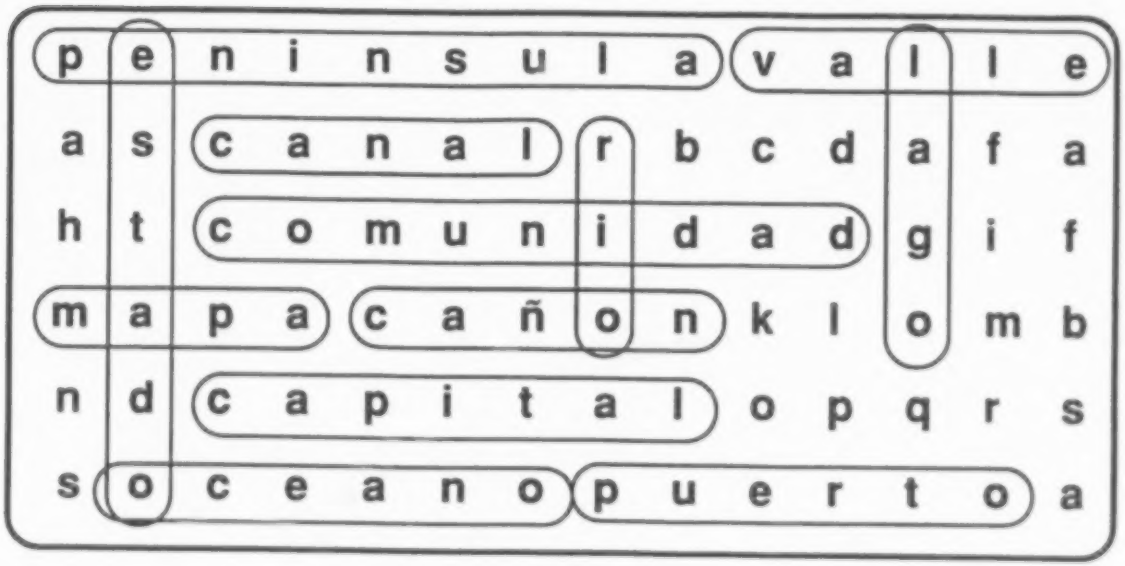
Presented here is an example of a Tic - Tac - Toe based on Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Students will present findings in either a written, oral, or pictorial form. Students will choose any three activities which occur in an horizontal, vertical, or diagonal order.

Find a newspaper or magazine article on a community. Present the information given in a storybook form ("Once upon a time..."). Read your story to a group of students.	Classify all of the communities in chapters 3, 4, 5 and 6 in your Social Studies book by their location: east, west, north, or south.	Design a questionnaire to distribute to community store owners to find out how the needs of the community have changed their business.
Make a collage of what you think would be the best community in the whole world.	Imagine that you are a travel agent for Arlington County. Make a brochure highlighting Arlington County as a great community.	Summarize how commuters use transportation in Washington, DC, San Francisco, or New York City. Draw pictures with your summary.
Compare and contrast the ancient community of Tenochtitlan in Mexico to modern New York City. Find 3 similarities and 3 differences.	Interview someone who has moved to Arlington from another community. Describe their feelings about the move.	Design a crossword puzzle having to do with any or all of the communities in your Social Studies book.

COMMUNITIES: VOCABULARY

el alcalde
el apartamento
el bosque nacional
la cámara de comercio
el canal
el cañón
la capital
el capitolio
la característica física
la carga
la ciudadanía
el ciudadano
la clave
el clima
el código postal
el comercio
la comunidad
el consejo
el condado
las coordenadas
el diagrama
la enciclopedia
la entrevista
la escala
el estado
la feria del condado
el fichero
la fiesta
el folleto
el gobernador
el gobierno
el gráfico de barras
el gráfico circular
el gráfico lineal
el impuesto
el ingreso
la isla
el lago
la latitud
la legislatura
la libertad de religión
la línea cronológica
la longitud
el mapa
las materias primas
las mercancías
el metro
la mina
el modelo
el norte
el océano
el oeste
la península
el peregrino
el periódico
el petróleo
la pictografía
la población
el producto
el puerto
el rancho
el recurso natural
la refinería
la revista
el río
el servicio
el suburbio
el sur
la tabla
la temperatura
el transporte
el valle
el vivero de peces

ACROSTIC PUZZLE



PALABRAS

estado
comunidad
cañón
valle
mapa
puerto
lago
canal
río
capital
océano
península

Nota: Puede construir un "tablero de excursión" pegando una hoja de trabajo sobre un pedazo de cartón grueso.

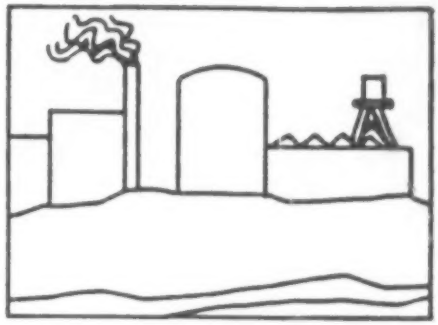
Los números de los edificios

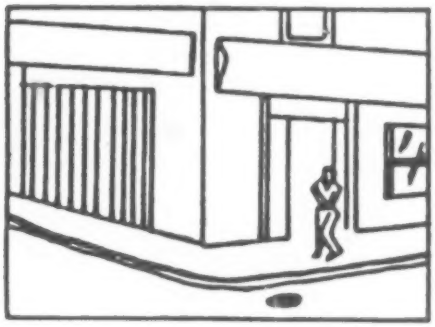
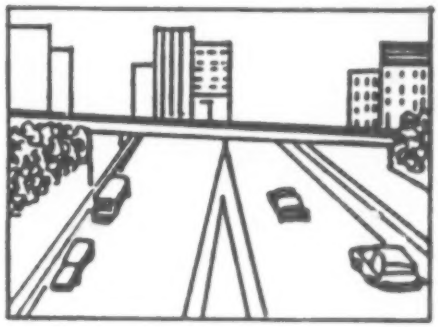
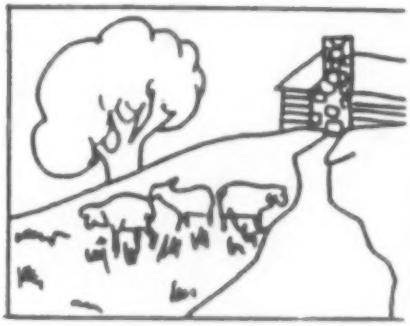
Mira los números de cinco edificios.

Cópialos con mucho cuidado.

Primer Edificio	
Segundo Edificio	
Tercer Edificio	
Cuarto Edificio	
Quinto Edificio	

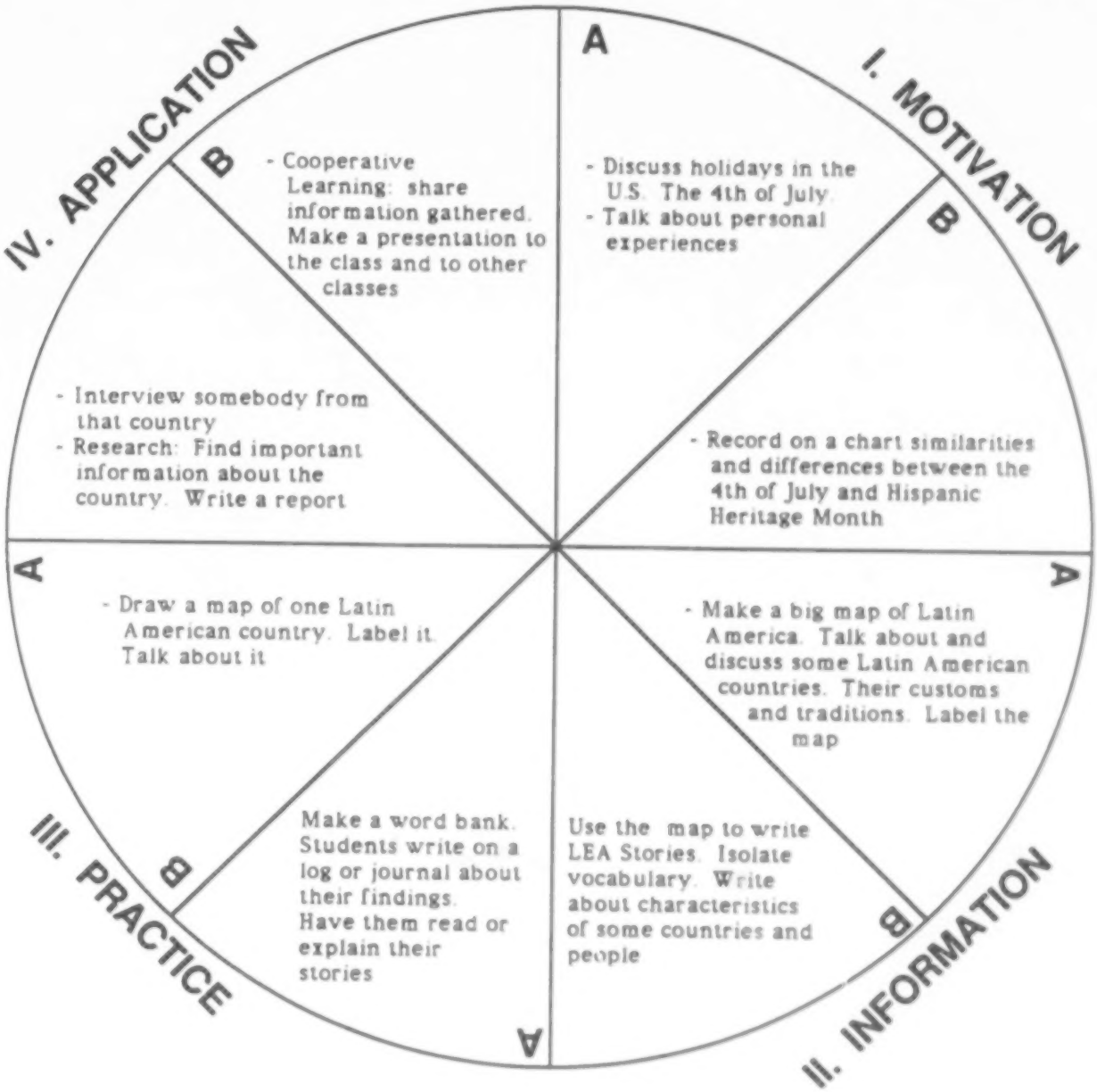
Diferentes clases de comunidades



HOLIDAYS: OVERVIEW

CONCEPT: There are many holidays in the U.S. and in other countries. Holidays tell us about traditions such as Hispanic Heritage.


I. MOTIVATION
A
- Discuss holidays in the U.S. The 4th of July.
- Talk about personal experiences
B
- Record on a chart similarities and differences between the 4th of July and Hispanic Heritage Month
II. INFORMATION
A
- Make a big map of Latin America. Talk about and discuss some Latin American countries. Their customs and traditions. Label the map
B
Use the map to write LEA Stories. Isolate vocabulary. Write about characteristics of some countries and people
III. PRACTICE
A
Make a word bank. Students write on a log or journal about their findings. Have them read or explain their stories
B
- Draw a map of one Latin American country. Label it. Talk about it
IV. APPLICATION
A
- Interview somebody from that country
- Research: Find important information about the country. Write a report
B
- Cooperative Learning: share information gathered. Make a presentation to the class and to other classes

HOLIDAYS - HISPANIC HERITAGE WEEK

CONCEPT: There are many holidays in the U.S. and in other countries. Holidays tell us about traditions.

DEFINITION OF THE TERM HISPANIC

Hispanic means of Spanish descent. Spain conquered Latin America. The term Hispanic is inaccurate as used today because many people in Central and South America are of Indian descent.

BACKGROUND

Latin America is made up of the following countries: Mexico, Guatemala, Nicaragua, The Dominican Republic, El Salvador, Venezuela, Colombia, Ecuador, Perú, Argentina, Brazil, Chile, Bolivia, Uruguay, Paraguay, Honduras, and Cuba.

Many of the countries in Latin America have Indian influence. There are many other languages spoken. In some countries Spanish is a second language, therefore not every Latin American person is Hispanic.

There are many distinct differences among the countries in Latin America. There are major differences in customs and traditions.

People dress differently, they speak differently and they have unique music and musical instruments. Food is also very different. Latin American countries shouldn't be clustered as one culture only.

Country	Capital City	Language(s) Spoken
Mexico	Mexico City	Spanish, Azteca, Maya
Guatemala	Guatemala City	Spanish, Maya, Azteca
Honduras	Tegucigalpa	Spanish
Nicaragua	Managua	Spanish, English
Costa Rica	San Jose'	Spanish
El Salvador	San Salvador	Spanish
República Dominicana	Santo Domingo	Spanish
Panamá	Panama'	Spanish, English
Cuba	La Havana	Spanish
Colombia	Bogota'	Spanish
Venezuela	Caracas	Spanish
Ecuador	Quito	Spanish, Quechua
Brazil	Brasilia	Portuguese
Argentina	Buenos Aires	Spanish, Guaraní
Chile	Santiago de Chile	Spanish, Araucano
Perú	Lima	Spanish, Quechua
Bolivia	La Paz	Spanish, Aymara, Quechua
Paraguay	Asunción	Spanish, Guaraní
Uruguay	Montevideo	Spanish

HOLIDAYS - HISPANIC HERITAGE WEEK: ACTIVITIES

CONCEPT: There are many holidays in the U.S. Hispanic Heritage ~~week~~ month is one of them. People celebrate traditions of people who are of Spanish descent.

TIME: September

Teacher will help students understand differences and similarities among people.

A. Experiences with different people

1. Children will observe each other and describe something that makes that person unique and different.

2. Students will explore names and their origin. They will say something good about another child in the class.

3. Students will find out if their parents speak another language. Interview parents to find out if they ever traveled to a Latin American country. Record their findings and share with the class.

4. Show the map of the Americas: Show where each Latin American country is located (if they or their parents come from another country) ask them to identify the country.

5. Interview parents, teachers, and neighbors about their country of origin. Interview a North American person. Make chart to show similarities and differences.

6. Ask them to choose a Latin American country to find out more about it.

7. Pass out a map of the Americas, ask them to identify the country they want to study and color it.

8. For homework, ask them to find out what the capital is, the languages spoken there. They should make a big map of that country.

Report - Research In class, they should have time to use references and answer the following questions.

WORKSHEET #1

NOMBRE DEL PAIS

_____

NOMBRE: _____

GRADO: _____

Continente _____

Tamaño _____

Capital _____

Idioma _____

Número de habitantes _____

Vestimenta típica _____

Comida típica _____

Bebida típica _____

Instrumentos musicales _____

Clima _____

Ríos importantes _____

Lagos importantes _____

Nombre del presidente _____

Tipo de gobierno _____

Fiestas importantes _____

Animales que viven allí _____

WORKSHEET #2

Describe una fiesta importante

Nombre: _____

Grado: _____

Nombre de la fiesta _____

_____

Fecha _____

_____

Lugar _____

_____

¿Qué se celebra? _____

_____

¿Por qué se celebra? _____

_____

HOLIDAYS - HISPANIC HERITAGE WEEK: ACTIVITIES

Choose three important holidays in Latin America and find more information about them.

COUNTRY	HOLIDAY
México	Emancipation Day - March 22 Mexican Revolution Day - Nov 20 Independence Day - Sept 16
Guatemala	Guatemala Independence Day - Sept 15
Honduras	Independence Day -Sept 15
Nicaragua	Santo Domingo - Aug 10 Independence Day - Sept 15
Bolivia	Carnaval Feb or March Independence Day - Aug 6
Costa Rica	Independence Day - Sept 15
El Salvador	Independence Day -Sept 15
República Dominicana	Virgen de Altagracia - Jan 21 Independence Day - Feb 27
Panamá	New Year's Day - Feb 6
Colombia	Independence Day - July 20
Venezuela	Independence Day - April 19
Ecuador	Independence Day - Aug 10
Brazil	Independence Day - Sept 7 Carnaval - Feb or March
Argentina	Independence Day - July 9 National Holiday - May 25
Chile	Independence Day - April 12-13
Perú	Independence Day - July 28-29

Cooperative Learning

Students share their research in pairs. Then one of them, tells the class about the other students' report and vice-versa.

Students make art work together. They make paper flowers, chains with different color links (to show patterns). Using paper plates make faces of people (different nationalities).

Students make a piñata with papier-mâché.

Students learn a dance (Mexican hat).

As a culminating activity students will organize a Latin American celebration. They will make a chart to record the names of children and their contribution to the celebration.

Discuss Latin American Foods

Things to bring

- pupusas
- rice pudding
- flan
- peanuts
- tamales
- tortillas
- plantain
- avocado (guacamole)
- corn chips

Students will organize the cleaning team on a chart.

USE OF A LEARNING LOG

Students will record what they have learned each day and they will take the learning log home to discuss it with their parents.

HOLIDAYS - HISPANIC HERITAGE WEEK: LEARNING CENTERS

CONCEPT: There are many holidays in the U.S. and in other countries. Holidays tell us about traditions.

- Students will draw a house in the country they studied.
- Students will draw a floor plan (use blue print).
- Students will draw a garden with plants that grow in that region.
- Students will describe the house and write a paragraph.

Model - Optional - Students can make a model of a house using clay, straw, toothpicks, branches, twigs, leaves, play dough.

Newsletter - Students may be able to publish a monthly newsletter about their activities in school. The newsletter will be illustrated.

Students may volunteer to be the editor art director, photographer, publisher, advertisement. Students will take turns distributing the newsletter.

EL CHASQUI
Carta informativa

Spanish **English**

Letter to parents - Parents will get a letter in English and Spanish stating the purpose of the unit and asking them to enrich the unit by taking their children to a museum, a fair, etc.

Field trips - Children's Museum Mexico exhibit. Plan a trip to a country in Latin America.

1. How will you get there?
2. How much will it cost?
3. Plan the itinerary.
4. How many people are going?
5. What is the name of the airline?
6. When are you leaving? (High - Low season?)
7. How is the climate there?
8. What clothes are you planning to take?
9. What places will you visit?
10. Estimate how many miles for the trip
11. Plot your trip on a map.
12. What kind of currency do you need to take?
13. What kind of food do you think you will eat?

HOLIDAYS - HISPANIC HERITAGE WEEK: LEARNING CENTERS

Play - Children will write a play about a certain topic related to people in other countries. They will brainstorm ideas. They will be responsible for identifying the:

- topic
- characters
- setting
- props
- clothes
- invitations
- setting up rehearsals

They will present it to another class.

Games - Make a floor puzzle of Latin America. Create a game with the puzzle. Think about the materials to be used. Distribute work (cooperative learning).

Attachments - Research Report
Songs

¡PIÑATA!

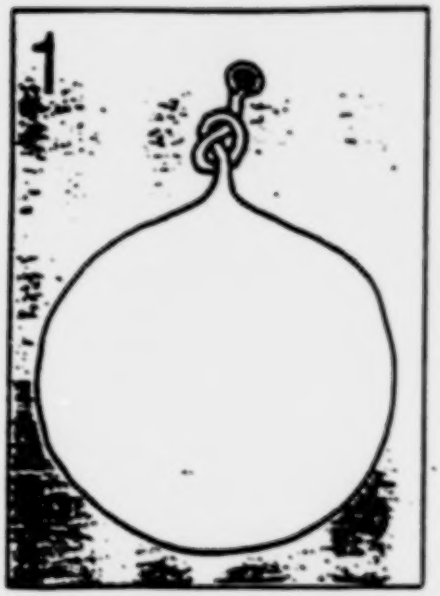
Whack! Candy, toys and nuts fly through the air as the brightly colored piñata bursts from the blow of a stick. Cheering and laughter accompany the noise of children scampering to collect all the goodies their small hands can hold. For many Hispanics, a birthday party would not be complete without a piñata.

The piñata originated in Italy and was called a pignatta (from the Italian word pigna, meaning cone-shaped). It did not resemble the Piñata of today. Instead, it was a plain clay jar which had been baked just enough to fuse the clay. In Italy, the pignatta was used to celebrate the harvest, and in the middle ages the custom spread to Spain. Here, the name changed to piñata from the Spanish verb Apiñar meaning to join or bind in a bundle. The Spanish used the piñata to celebrate Easter, and declared the first Sunday of Lent as Piñata Sunday. They also started to try and conceal the ugliness of the plain clay pot by painting it or by building figures around it.

Almost 500 years ago, when the first Spanish explorers came to the New World, they brought their religion and customs with them, including the piñata. In Mexico, Christmas time became the traditional holiday for the piñata. Throughout the Caribbean, the piñata was used to celebrate birthdays.

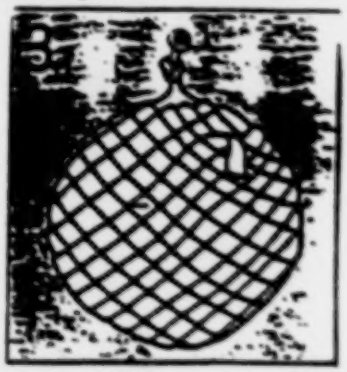
Until about 20 years ago, the piñata was still a clay jar. As tissue paper became available, the piñata makers started to decorate the pots to look like clusters of flowers or fruit. Families would have a party to get everyone together, including grandparents and children, to make their own piñatas. Because the clay pots were difficult to make and often dangerous for small children, papier-mâché was used instead. Piñatas were then easily created out of papier-mâché in the shapes of animals, stars, clowns and other shapes to amuse and delight children.

HOW TO MAKE A PIÑATA

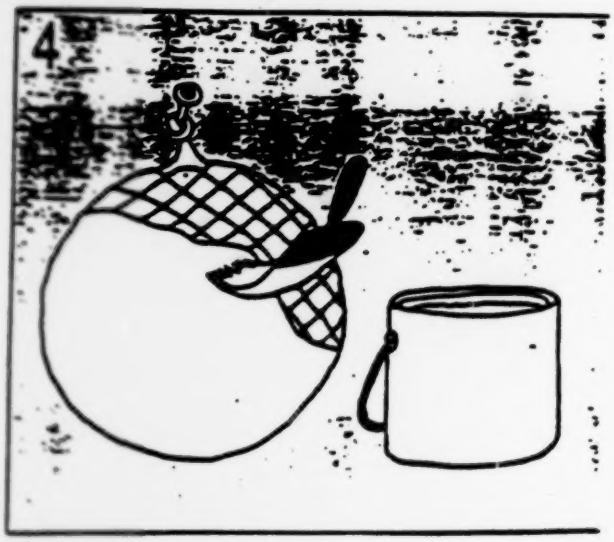


Blow up a balloon with a 13 to 15- inch diameter until it is firm. Tie a tight double knot to prevent air from escaping.

To make paper-maché, mix one and one-half cups of white wheat four with one and one-half cups of water in a bowl. Cut newspaper in 1- inch wide strips.

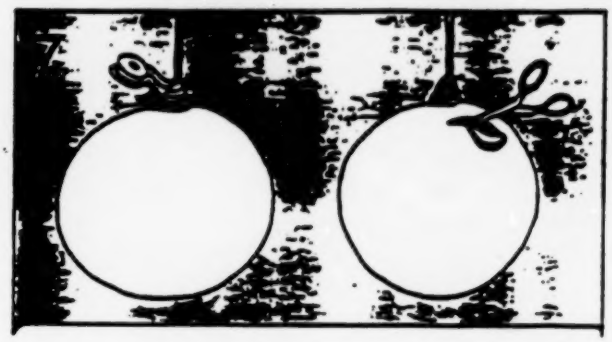


Soak newspaper strips in the flour-water mix before placing them in small directions over the balloon. Be sure to cover the entire surface and to reinforce weak spots if necessary. The upper part should be thickly covered with three or four layers to sustain the weight of the piñata. Let dry thoroughly for several days



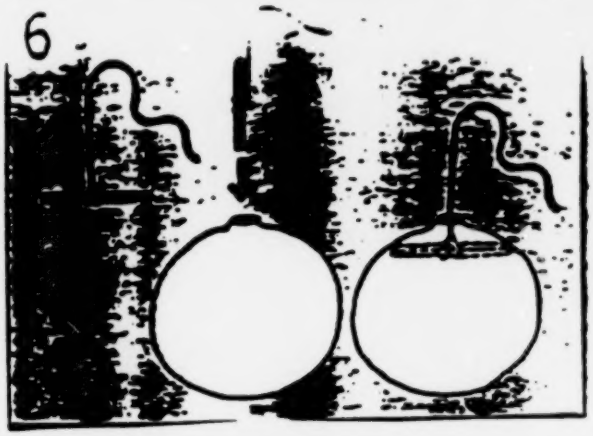
Once the paper-maché around the balloon is completely dry, paint it with white latex paint, and let dry for at least 12 hours.

Stretch the end of the balloon and puncture it with scissors to allow the air to escape. Retrieve balloon from the

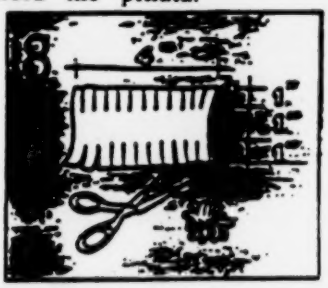


Stick some tape around the opening and the string, securing it to the shell to keep the sticks in place. Then cut an opening wide enough to put the cady inside the piñata once you finish decorating it

Glue 1/2- inch wide and several inches long crepe strips to the bottom of the piñata.



Tie together two 5- inch long pencils or wooden sticks, and push them down the opening to hold the piñata.



Cut crepe paper into 3x4 inch strips and cut the borders, leaving about an ich in the center. Twist pieces of different colors into pom poms, and glue them to the shell.

This is another easy way to decorate your piñata.

HOLIDAYS - HISPANIC HERITAGE WEEK: VOCABULARY

CONCEPT: There are many holidays in the U.S. and in other countries. Holidays tell us about traditions.

Hispano Americano
Latinoamericano
Centroamericano
Sudamericano
los continentes
el país
la capital
el idioma
los habitantes
la vestimenta
los idiomas
la comida
la bebida
los instrumentos musicales
el clima
los ríos
los lagos
las montañas
los valles
los llanos
el gobierno

las fiestas
los animales
el origen
la diferencia
tradición
el carnaval
la piñata
el día de un santo
la costumbre
el mapa
el itinerario
el viaje
el costo
la gente
el dinero
los bailes
festejar
viajar
planear
celebrar

HOLIDAYS - HISPANIC HERITAGE WEEK: RESEARCH REPORT

CONCEPT: There are many holidays in the U.S. and in other countries. Holidays tell us about traditions.

LESSON PLAN FOR IMMERSION STUDENTS

Create an Experience

1. Teacher shows book report, research report, news article. Teacher asks what they are, how they are alike/different.

Analyze the Experience

2. Students discuss what they know about reports (focus on facts vs. stories)
3. Teacher asks what is a research report. Students offer definitions, use dictionary.

Integrate reflective analysis into concepts

4. Teacher shows and discusses model research report.
5. Teacher distributes, discusses web of research report process.

Develop concepts/skills

6. Teacher goes over 18 step process (attached) teaching new vocabulary.

Practice defined "givens"

7. Each student chooses topic (within given framework, ie. countries).
8. Class decides on four questions each will answer.

Practice and add something of self

9. Each student adds one question of his own.
10. Each student finds sources.
11. Each student completes research report.

Analyze application for relevance, usefulness

12. Students discuss steps in process; difficulty/ease in completion of each step.

Do it, apply to new, more complex experience

13. Each student gives an oral report answering questions about topic.
14. Students compile information from reports into a chart.

Name _____ Date _____

RESEARCH REPORT

CHOOSING A TOPIC

1. Choose a topic. What is it? _____

_____

2. What do you want to find out (information)?
   Make a list of questions.

_____

_____

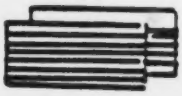
_____

_____

_____

_____

3. Get some note cards. Write one question on the top of each note card.



FINDING INFORMATION

4. What books will you use to get information?
   Make a list.
   Book 1: Title _____

Author _____

Date Published _____

Book 2: Title _____

Author _____

Date Published _____

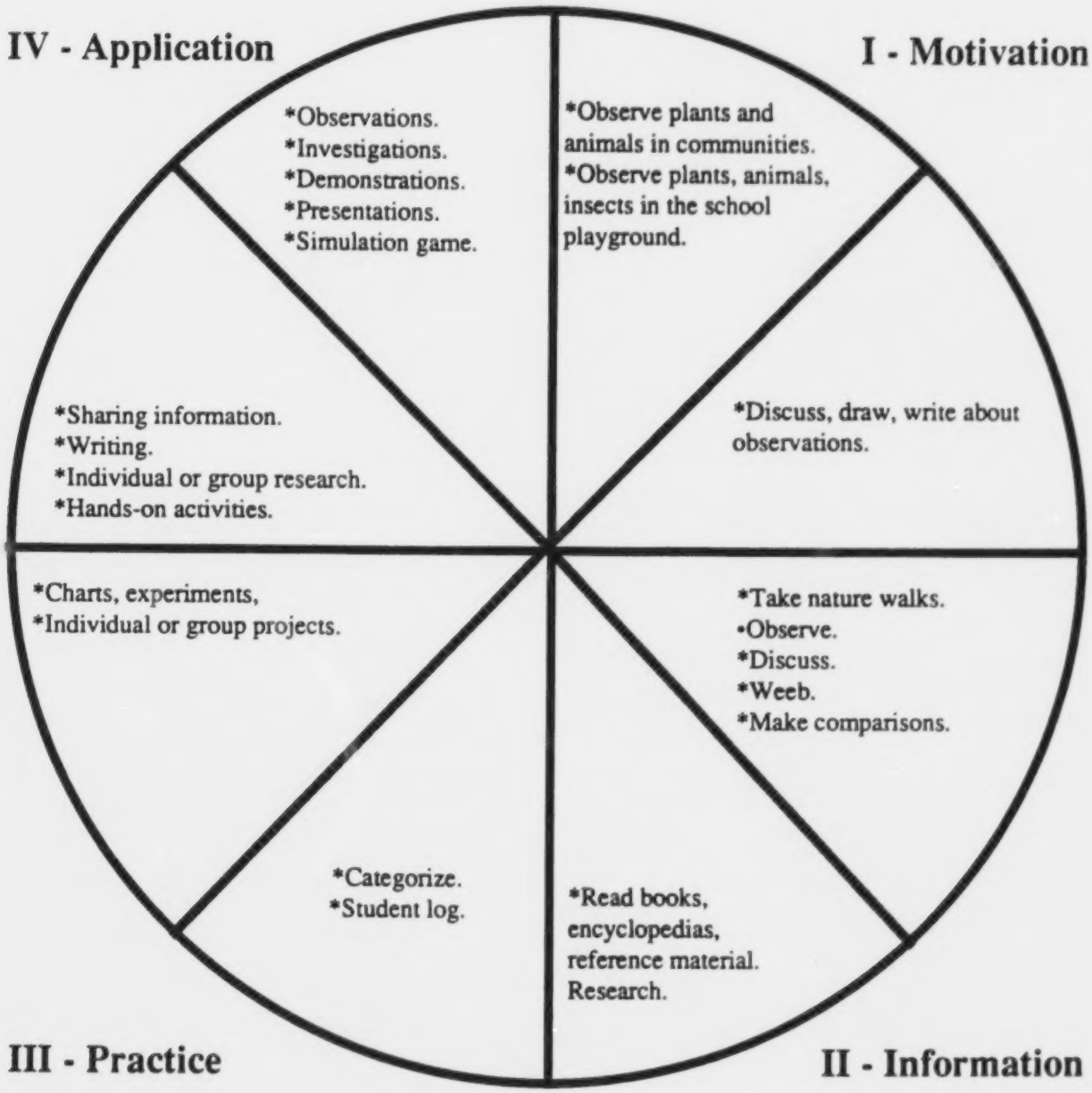
Pages _____

5. Get out your note cards with questions. Scan (read those pages quickly) to find the answers to your questions. When you find an answer, write it under the question. Write it in your own words

WRITING THE REPORT

6. Put your note cards in order.
7. Get out some notebook paper.
8. Look at the first notecard. At the top of the page write the first question or heading. Then write the answer or information. Do the same thing with each notecard.
9. Proofread your writing. Look for mistakes and correct them.
10. Make or copy a picture to go with your report.
11. Make a table of contents. Write the question or heading and the page it is on.
12. Make a bibliography page. This tells what books you used to get information. For each book tell the title, the author, the date it was published, the pages you used.
13. Make a title page. Write your topic in the middle of the page. In the bottom right hand corner write your name and the date.
14. Staple all the pages together.
15. YOU HAVE FINISHED YOUR RESEARCH REPORT.

SCIENCE — FOOD CHAINS AND FOOD WEBS



CHAPTER 3 - FOOD CHAINS AND FOOD WEBS

Concepts and Objectives

CONCEPT: Living Things need Food

OBJECTIVES:

4.15	Understand why all living things would die without food.
4.1	Identify living things that are producers.
4.8	Describe how plants make food.
4.15	Understand the differences between the way consumers get their food and the way producers get their food.
	Classify animals according to the type of food they eat and the teeth they have.
4.8	Describe how the flow of energy moves from producers to consumers.
4.1	Identify examples of different types of food chains.
4.15	Understand the differences between a food chain and a food web.

Reading Material: Silver Burdett Ciencias. Chapter 3, pp. 46-63

Cuaderno de Trabajo pp. 25-32

CONCEPTS:

A.- Living things need food to survive and grow.

1.- All plants and animals obtain their energy from food.

2.- Living things obtain their food in different ways.

3.- Describe how green plants make food.

4.- explain how animals get their food.

5.- Conclude that the energy of the Sun supports all living things on Earth.

B.- Animals are classified according to the food they eat.

1.- Herbivorous are animals that eat only plants.

2.- Carnivorous are animals that eat other animals.

3.- Omnivorous are animals that eat plants and other animals.

C.- A food chain is the passage of food energy through a series of organisms.

1.- Describe ways in which animals use energy stored in plants.

2.- Understand the way in which animals use energy from other living things.

3.- Discriminate between producers and consumers.

4.- Observe different food chains in different habitats.

D.- A food web shows how all animals in a community obtain their food.

1.- Understand that most animals eat different types of food.

2.- Plants and animals living in the same area constitute a community.

3.- Recognize that all living things depend on each other for their food.

KEY WORDS: cadenas alimentarias, redes alimentarias, productores/ras, consumidores, herbívoro, carnívoro, omnívoro, comunidad.

ACTIVITIES

1.- Read and discuss textbook pages.

2.- Assign workbook pages.

3.- Assign vocabulary for spelling and writing assignments.

4.- Draw pictures and display on bulletin board.

5.- Brainstorm names of animals and classify them according to their eating habits.

6.- Make maps illustrating communities after researching different geographical areas of the country/world.

7.- Have students investigate the origin of different kinds of food they enjoy eating.

8.- Encourage students who have pets to keep a diary log recording their eating habits.

9.- Collect pictures for collage illustrating animals and plants in the community.

10.- Make and observe a bird feeder or terrarium.

11.- List zoo animals and prepare a food shopping list according to their needs.

12.- plan a field trip to a nature center such as Long Branch.

13.- Find out about plants and animals in the community of Arlington for a report.

14.- Make food chains & food webs on charts to display in the classroom.

15.- Make mobiles featuring food chains or/and webs. Each student can use a combination of materials - figures clipped from magazines and mounted on staff paper, drawings, small lightweight animals of papier-maché, items associated with the animals on the mobiles (food, habitat, etc.) and other decorative additions of colored paper, plastic, or metal.

16.- Problem solving activity: brainstorm solutions to the problems that would arise if one of the elements of a food chain or web chain were to disappear. Evaluate the list. Place a "1" before those ideas that could be done immediately or require no money. Place a "2" before ideas that seem feasible but require funds, permission, further thought. Erase those that have not been given a number. Make a copy of list. 1 and list 2. Discuss the action that should be taken next.

17.- Provide posterboard patterns of different animals. Students trace the pattern on handwriting paper and cut them out. Handwriting & creative writing skills can be practiced on these pages both using content and vocabulary of this unit.

18.- Bookmark task: make bookmarkers from posterboard and on the back write specific tasks for the students to complete. (Ex: make a puppet for an animal, paint a picture describing what he eats, write a newspaper article on it, draw a poster, make a diorama.

19.- "A wild thing to do". In this activity students will be able to use reference materials to complete a creative project.

Materials: Posterboard (I8"x24), magazine pictures.

Construction of a task card: Decorate the posterboard with wild animal pictures and then write tasks on the card.

Directions on task card: Think about your favorite wild animal. Go to the library and find information and pictures of the animal. Complete one of the following projects about the animal:

*Draw a pencil sketch	*Paint a picture
*Write a report	*Make a mobile
*Make a story book	*Design a poster

20.- "A little bird told me"/Bulletin board.

Provide the class with a variety of magazines. Instruct each student to find and cut out a picture of a bird in one of the magazines. Have students write one or two paragraph stories that their selected bird might "tell". Students may write their stories on pieces of construction paper and then paste their bird pictures on them. Arrange stories on a bulletin board with the caption "Un pajarito me dijo..."

21.- "Animal talk". Have students write clever things that animals might say to people or to each other (Ex: a bald eagle to a sparrow) Display them on a bulletin board with colorful pictures and the caption 'Si los animales hablaran..."

22.- Insect observation: Hel students make insect inns. Have each student catch and observe an insect to learn about its eating habits. Remind students that insect inns are for temporary stays only and that the insects are to be set free after the observation is complete.

23.- How much can a caterpillar eat a day? Experiment.

Materials: live caterpillar, leaf, cardboard box, graph paper, two dark color pencils, a piece of cheesecloth.

Pick a leaf a caterpillar eats and trace it on graph paper. Put caterpillar and leaf in the box, cover box with cheesecloth. Leave in a quiet place for a day. Take leaf and trace it again on top of the leaf previously traced with the other color pencil. Shade the parts that were eaten. Half or more of an eaten square amount to one. How many squares did it eat? How many square cm.?

24.- Study a live earthworm.

Provide students with several large glass jars or beakers. Divide them into small groups. Fill containers with enough moist soil and place several worms into each container. Add the following ingredients to the different jars:

a.- Pieces of celery

b.- Thin shreds of cabbage

c.- Carrot leaves

d.- Grass clippings

Set the jars in a cool, dark area of the room.

The following day find out what food material the earthworms prefer.

25.- Investigation: What observations can be made of mammals?

Obtain permission to get a mammal pet.

Before it is obtained, students should throughly research the physical needs of the animal, including dietary, environmental, and handling requirements.

Gerbils, hamsters, mice, rats, and guinea pigs are relatively easy to care for and observe.

The following observations can be made of the pet:

What foods does the pet seem to enjoy most?

Does it eat at a particular time of day?

Does the animal clean its paws after eating?

The animal may be wight at regular intervals to check on its growth. A graph may be plotted of the animal's weigh changes.

A log may be kept of the animal's daily activities. A maze may be built for the animal to run. Does the animal respond to a reward (food) at one end of the maze?

Reports of various aspects of the animal's life may be researched and presented to the class by an individual or a committee.

26.- Who ate the ":goodies". Investigation.

Materials" "Goodies" (bits of dog or cat food, pieces of fruit, peanut butter spread on bread or crackers, table scraps); flour.

Procedure: At evening time leave the "goodies" outside on a flat bare surface.

Sprinkle flour lightly around them.

First thing in the morning go out to see if the goodies have been eaten.

If so, try to identify the eater by the tracks left on the flour.

This observation can be assigned as a homework.

27.- Satisfy an insect appetite. Experiment.

The following experiment examines the eating preferences of insects. Partition off seven equal sections of a show box by taping pieces of cardboard to the sides. The partitions should not reach the top of the box. Put equal amounts of different foods - such as salt, gum, cookies, lettuce, candy, bread crumbs and sugar - in six sections, one food for section. In one section place a jar cap filled with water. Cover the box with a thin pieces of cheesecloth that students can see through. Use a butterfly net to collect insects - houseflies are fine. Slip the insects into the covered box. Over the next several days, examine which foods disappear most quickly. What conclusions can the student draw from the results? What could have been done to better control the experiment? What kind of follow-up experiments can students devise on their own?

28.- Invent a carnivore.

Materials: cardboard, scissors, pins, pipe cleaners, toothpicks, glue, masking tape, buttons, string, felt-tipped pens, and other small items for use in making animals.

Procedure: Have each child invent and construct a mammal that has adaptations for catching and eating other animals. Perhaps the animal has a tail with a spearlike mechanism at the end for stabbing and holding prey. Make drawings of invented animals.

29.- A pond in the classroom. (Prepare several weeks ahead of unit).

The following guidelines described a balanced mini-pond that requires no outside maintenance once it is established.

In this sealed mini-pond, plants produce oxygen by using sunlight and animal waste materials for nutrients.

The animals obtain food from the self-perpetuating community or organisms and oxygen from the plants.

Observations of water samples under microscope will reveal the presence of many plants and animals in the pond.

Initially you will need a clean gallon-sized jar with a tightly fitting top. (or a small aquarium with a glass top that can be taped in place), several kinds of pond plants (collected from a pond, if possible, or purchased from a tropical fish store) and clean white sand.

Place two inches of sand on the bottom of the jar. Add pond water to within one or two inches of the container's top. If pond water is not available, use tap water that has been allowed to stand for at least 24 hours.

Introduce two or three kinds of aquarium or pond plants to the jar. Include small floating, rooted and submerged plants, and take care not to crowd them.

After allowing the jar to stand for several days in indirect sunlight, introduce animals to the mini-pond. A small quantity of Daphnia may be added first. They can be obtained from a pond, from a tropical fish store or from a biological supply house. A few small snails should also be added.

Seal the jar and let stand in indirect light for several weeks, during which time it should develop a balance of plant and animal life. If the temperature of the mini-pond is allowed to become too warm (above 70 degrees) algae will form along the sides. To correct this condition, the pond should be placed in a spot with less light, or more algae-eating snails should be introduced. If the plant population becomes depleted, there are [probably too many snails and some should be removed.

30.- Activities with habitats (communities).

A study of the components and inter-relationship of a particular habitat, combined with comparative studies of neighboring habitats, leads to an understanding of the ecology of the area and ecological principles in general. Ecology studies are not limited to country or suburban areas that have green spaces. Every place outdoors constitutes some kind of habitat, be it the edge of a city sidewalk were hardy weeds are competing for space through the cracks, or the fringes of s a shopping center parking lot where a sparrow's nest ,as be seen through the bushes. Students should become aware of this.

a.- Habitat explorations.

Materials: recording sheets, clipboards, thermometers, trowels, thread, metal rods, plastic bags, pencils, piece of string about one yard long, masking tape, felt-tipped pens, rolls of large paper suitable for making large cards.

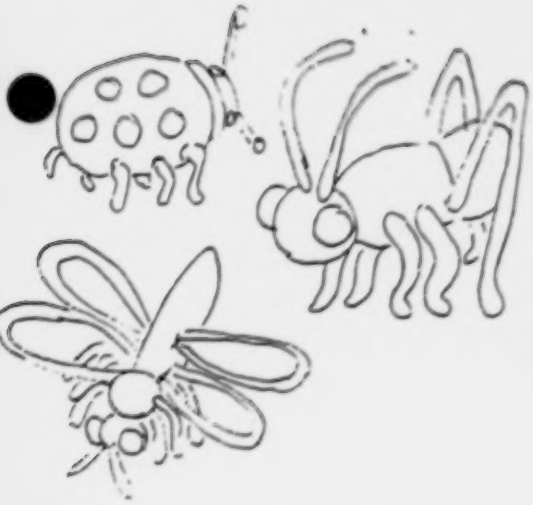
Procedure: Prepare recording sheets. Take students out to the playground and locate different areas in it. Divide students in pairs. Assign each pair an area and give each the first eight materials listed above. Mark each pair's study area with a circle two yards in diameter, using the string as a compass.

Have them conduct the experiment and observations of their study areas as indicated on the recording sheets. When finished, have each pair bring with them their sheets, collections of signs of animals, plants samples, and soil sample. Move indoors and give each pair a large piece of paper for making a chart. Have the masking tape, pens and scissors ready. Have each pair write their type of habitat at the top of the chart and record all the data gathered, as well as tape to the chart the plastic bag with the soil and plant samples and the signs of animals.
Without any need to use the term ecology, ecological principles become clearer when the data and materials of the charts are compared. Relating plants and animals of the of the habitats demonstrates a food chain of the area. Use the factual data for bases for problems in arithmetic. Recording sheets might include the following: temperature of the ground, soil moisture, soil sample, soil compactness, wind speed (by holding thread and observing if it hangs or moves)signals of animals activity (feathers, nibbed on leaves, etc., foot prints, burrows), live or dead animals, plant life (trees, bushes, leaves, flowers.)

b.- Make an ant's nature trail.

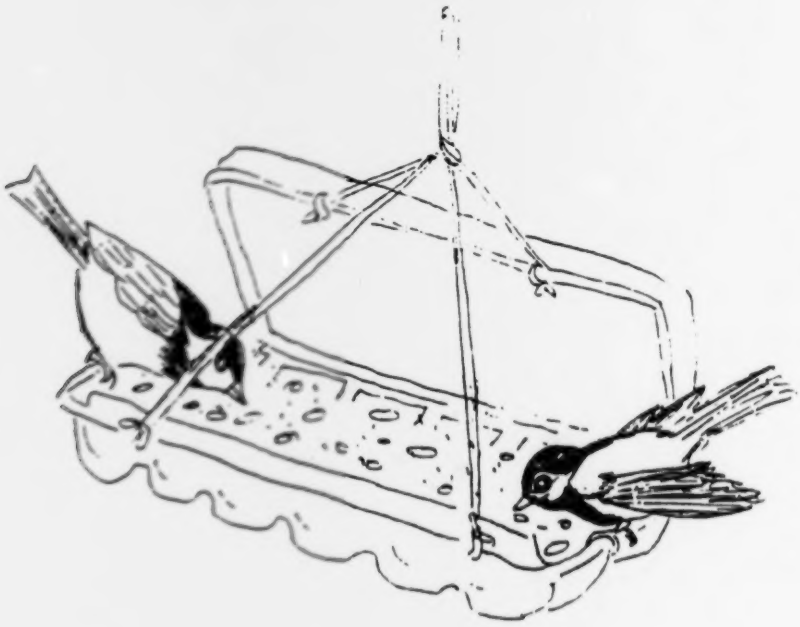
Materials: cards, scissors, pencils, craft sticks, masking tape, pieces of string two yards long.

Procedure: Divide the children into pairs and give each pair the materials listed above. Have each pair make a nature trail as seen from an ant's point of view. Put down the string to delineate the trail. Interesting points along the trail such as the tallest blade of grass, a nibbed-on acorn, or boulders (which might look like pebbles to humans) are described with signs made on small cards, attached to the craft sticks with the tape and stuck into place.

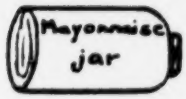


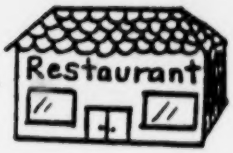
Construct an Insect Provide students with pipe cleaners, toothpicks and modeling clay. Review the names and characteristics of several insects. Ask each student to make an insect using the provided material.

Make a bird feeder



Directions: Find a plastic or heavy cardboard egg carton. Punch four holes in the carton as shown in the illustration. Attach a long piece of string or twine to the carton as shown. Hang feeder from a branch of a tree.

A clear glass 

from a 

will

an **ECOSYSTEM** and

You will also need some *small pebbles*, *charcoal*, *sand*, *soil*, and *plants* like ferns and mosses.

Mosses, small ferns, lichens, liverworts, and tiny Virginia Creepers make interesting plants for this type of terrarium. A small toad or salamander may be added. Find out what foods they will need in order to survive. Keep a record of your observations in your science notebook.

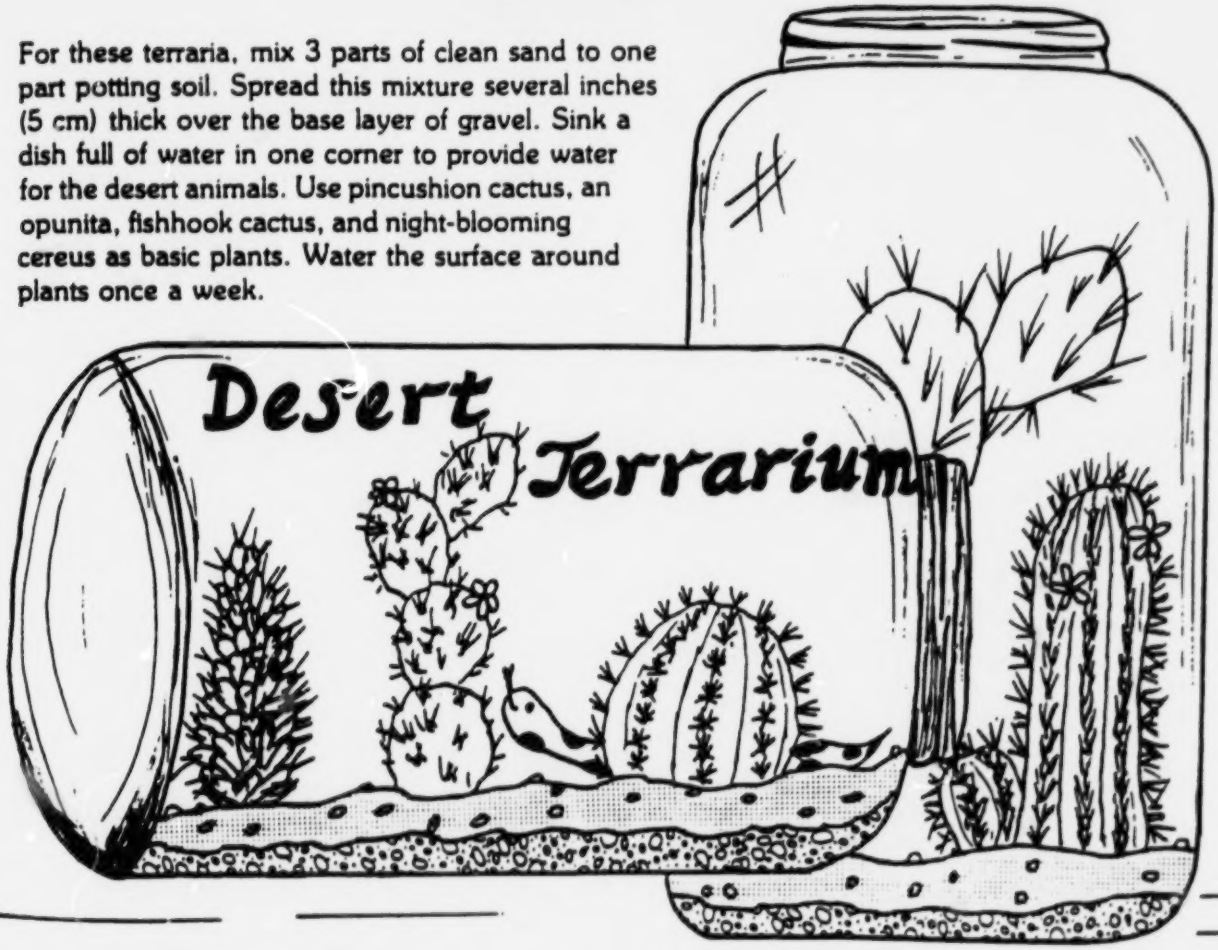
lead you to the

of developing an understanding of

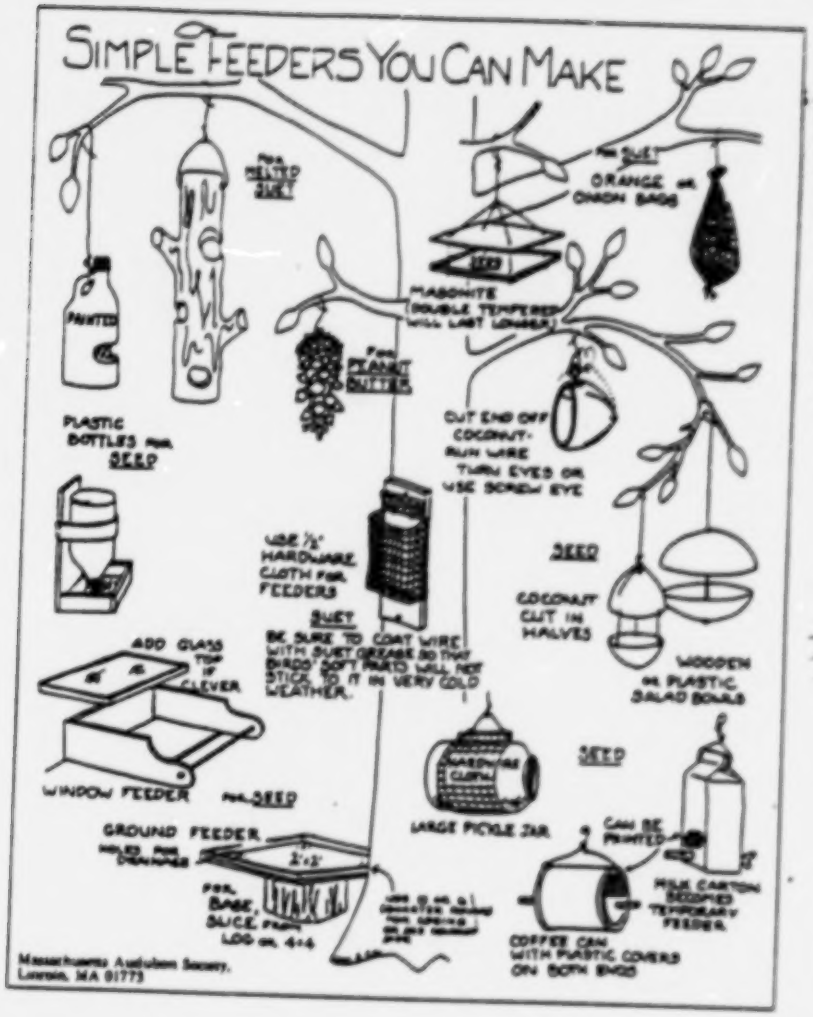
a balanced

TERRARIUM

For these terraria, mix 3 parts of clean sand to one part potting soil. Spread this mixture several inches (5 cm) thick over the base layer of gravel. Sink a dish full of water in one corner to provide water for the desert animals. Use pincushion cactus, an opunita, fishhook cactus, and night-blooming cereus as basic plants. Water the surface around plants once a week.



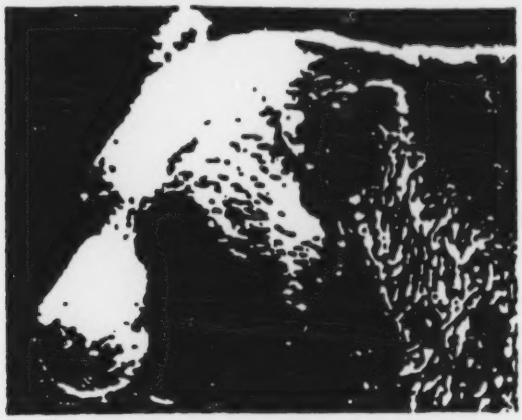
Add a desert tortoise, snake, or a horned lizard for animal life. They will feed on the succulents that are growing and on bits of fruit and insects.


SIMPLE FEEDERS YOU CAN MAKE
FOR MELTED SUET
ORANGE OR ONION BAGS
SUET
MASONITE (DOUBLE TEMPERED WILL LAST LONGER)
PEANUT BUTTER
PAINTED
PLASTIC BOTTLES FOR SEED
CUT END OFF COCONUT- RUN WIRE THRU EYES OR USE SCREW EYE
USE ½" HARDWARE CLOTH FOR FEEDERS
SEED
COCONUT CUT IN HALVES
SUET
BE SURE TO COAT WIRE WITH SUET GREASE SO THAT BIRDS' SOFT PARTS WILL NOT STICK TO IT IN VERY COLD WEATHER.
WOODEN OR PLASTIC SALAD BOWLS
ADD GLASS TOP IF CLEVER
WINDOW FEEDER FOR SEED
HARDWARE CLOTH
SEED
LARGE PICKLE JAR
GROUND FEEDER
CAN BE PAINTED
2'x2'
FOR BASE, SLICE FROM LOG OR 4x4
MILK CARTON MODIFIED TEMPORARY FEEDER
COFFEE CAN WITH PLASTIC COVERS ON BOTH ENDS
Massachusetts Audubon Society, Lincoln, MA 01773

122

Project WILD, Boulder, CO: West Environmental Educational Counc
19

HOW MANY BEARS CAN LIVE IN THIS FOREST?



Objectives

Students will be able to: 1) define "carrying capacity;" and 2) describe the importance of carrying capacity for wildlife and people.

Method

Students become "bears" to look for "food" in a "habitat" during this physically-involving activity.

Background

This activity is best after one on "adaptation" and "limiting factors." For additional information about black bears, see "Bearly Born."

Carrying capacity may be defined as the ability of a given unit of habitat to supply food, water, shelter, and necessary space to a wildlife species. It is the largest population the unit can support on a year-round basis, or during the most critical season. Carrying capacity varies throughout the year—and varies from year to year—dependent on conditions within the habitat such as rainfall, competition from domestic animals, etc.

An area of bear habitat can support only a specific number of bears, just as a one gallon bucket can hold only one gallon of water. All habitats, for whatever spe... ...ary seasonally and/or yearly in their carrying capacity. Habitats can therefore only support the numbers which can be carried at the lowest ebb of the season or year. Those surplus animals, born during richer seasons, must be lost to some "limiting factor" prior to or during the harsher season. In this activity, we will be talking about black bears. The major purpose of this activity is for students to gain an understanding of "carrying capacity."

Materials

five colors of construction paper (two to three sheets of each color) or an equal amount of light poster board; one black felt pen; envelopes (one per student); pencils; one blindfold

Age: Grades 3-9 (and older)
Subjects: Mathematics, Science, Social Studies, Physical Education
Skills: analysis, computation, discussion, evaluation, generalization, kinesthetic concept development, listing, observation, psychomotor development
Duration: 20—45 minutes or longer
Group Size: any (adjust number of food squares per size group; less than 80 pounds of food per student)
Setting: outdoors and indoors
Curriculum Framework Reference: III.F., III.F.1., III.F.2., III.F.3., III.F.4., III.F.5.
Key Vocabulary: carrying capacity, limiting factors, habitat

Procedure

1. Cut the paper or poster board into 2" x 2" or 2" x 3" pieces. For a classroom of 30 students, make 30 cards of each color as follows:

orange—nuts (acorns, pecans, walnuts, hickory nuts); mark five pieces N-20; mark 25 pieces N-10.
blue—berries (blackberries, elderberries, raspberries); mark five pieces B-20; mark 25 pieces B-10.
yellow—insects (grub worms, larvae, ants, termites); mark five pieces I-12; mark 25 pieces I-6.
red—meat (mice, rodents, peccaries, beaver, muskrats, young deer); mark five pieces M-8; mark 25 pieces M-4.
green—plants (leaves, grasses, herbs); mark five pieces P-20; mark 25 pieces P-10.

The following estimates of total pounds of food for one bear in ten days are used for this activity:

nueces	— 20 pounds	= 25%	
bayas	— 20 pounds	= 25%	
insectos	— 12 pounds	= 15%	
carne	— 8 pounds	= 10%	
plantas	— 20 pounds	= 25%	
	80 pounds	= 100%	in ten days

NOTE: These figures are based on actual research data from a study in Arizona, indicating a mature black bear could typically eat about eight pounds of food per day in a ten-day period.

Keeping these figures in mind, make and distribute the appropriate number of food cards for your size group of students. There should be less than 80 pounds of food per student so that there is not actually enough food in the area for all the "bears" to survive.
2. In a fairly large open area (e.g., 50' x 50'), scatter the colored pieces of paper.
3. Have each student write his or her name on an envelope. This will represent the student's "den site" and should be left on the ground (perhaps anchored with a rock) at the starting line on the perimeter of the field area.
4. Have the students line up on the starting line, leaving their envelopes between their feet on the ground. Give them the following instructions: "You are now all black bears. All bears are not alike, just as you and I are not exactly alike. Among you is a young male bear who has not yet found his own territory. Last week he met up with a larger male bear in the big bear's territory, and before he could get away, he was hurt. He has a broken leg. (Assign one student as the crippled bear. He must hunt by hopping on one leg.) Another bear is a young female who investigated a porcupine too closely and was blinded by the quills. (Assign one student as the blind bear. She must hunt blindfolded.) The third special bear is a mother bear with two fairly small cubs. She must gather twice as much food as the other bears. (Assign one student as the mother bear.)"
5. Do not tell the students what the colors, initials, and numbers on the pieces of paper represent. Tell them only that the pieces of paper represent various kinds of bear food; since bears are omnivores, they like a wide assortment of foods, so they should gather different colored squares to represent a variety of food.
6. Students must walk into the "forest." Bears do not run down their food; they gather it. When students find a colored square, they should pick it up (one at a time) and return it to their "den" before picking up another colored square. (Bears would not actually return to their den to eat; they would eat food as they find it.) Pushing and shoving—any competitive activity—is acceptable as long as it is under control. Snatching food right out from under the blind bear or the crippled bear is natural—but stealing from each other's dens is not. Remember that if bears fight (which they seldom do) they can become injured and unable to gather sufficient food; then they starve.
7. When all the colored squares have been gathered, the food gathering and hunting is over. Have students pick up their den envelopes containing the food they gathered and return to class.

8. Explain what the colors and numbers represent. Ask each student to add up the total number of pounds of food he or she gathered—whether it is nuts, meat, insects, berries, or plant materials. Each should write the total weight on the outside of his or her envelope.
9. Using a chalkboard, list "blind," "crippled," and "mother." Ask the blind bear how much food she got. Write the amount after the word "blind." Ask the crippled bear and the mother bear how much they got and record the information. Ask each of the other students to tell how much food they found; record each response on the chalkboard. Add the poundage gathered by the entire class. This is the total amount of food available in this particular bear habitat. How many bears are there? Divide this number of bears into the total pounds available to find out how much is available for each bear. Tell the students each bear needs 80 pounds to survive. Which bears survived? Is there enough to feed all the bears? If not, how many bears can live in this area? What would happen to the extra bears? Would they all starve? How many pounds did the blind bear collect? Will she survive? What about the mother bear? Did she get twice the amount needed to survive? What will happen to her cubs? Will she feed cubs first, or herself? Why? What would happen to her if she fed the cubs? What if she ate first? If the cubs die, can she have more cubs in the future, and perhaps richer, years? (The mother bear will eat first and the cubs will get whatever, if any, is left. The mother must survive; she is the hope for a continued bear population. She can have more cubs in her life; only one needs to survive in order for the population to remain static.)
10. Discuss with the class that this area of black bear habitat can only support a certain number of bears. We call that number the "carrying capacity." Discuss the idea of a one gallon bucket only being able to contain one gallon of water. Carrying capacity also holds true for humans—the earth can only support so many.
11. Wrap up with a discussion of the idea that any piece of land can support only so many plants and/or animals. That is the land's "carrying capacity."

← Questions

Evaluation

Define carrying capacity.

Describe some of the factors which determine carrying capacity for a species of animal.

Explain why carrying capacity is important for wildlife. Explain why carrying capacity is important for people.

Name: _____

SIMULATION

Problem: How many bears can live in a particular forest?

Materials:
construction paper squares
envelope
pencil

Procedure:
1. Write names on envelope ("den site").
2. Follow teacher directions to collect construction squares (bear food).
3. Listen to teacher explanation.
4. Record your collections below.

Recording Data:

	anaranjado	azul	amarillo	rojo	verde
cantidad					
TOTAL					

Use to accompany
Lesson 3 - pg. 96

PLANT PRODUCTS

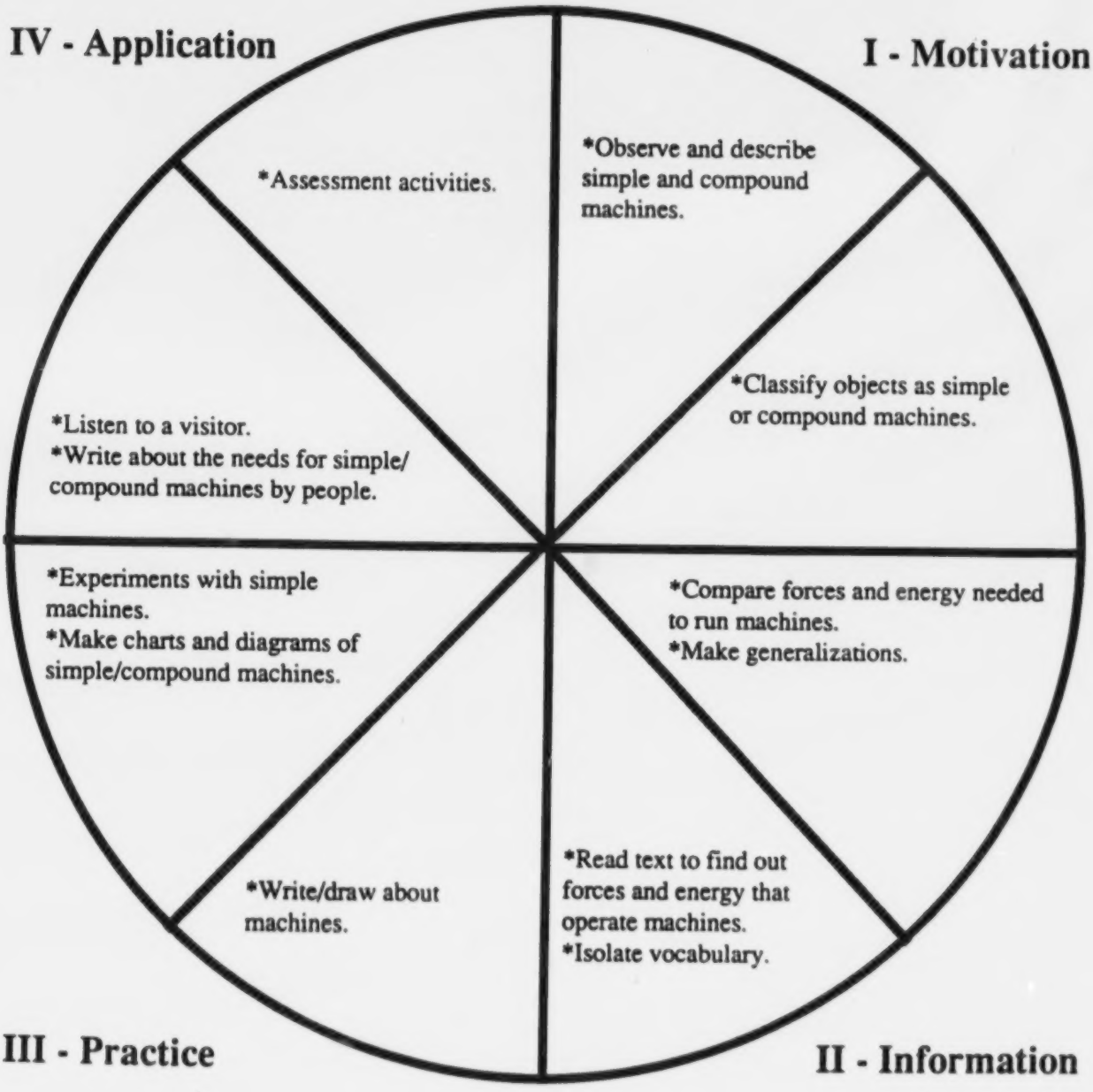
Objective: To demonstrate that animals could not live without plants for food. Also, to illustrate that both plants and animals provide humans with many products.

Materials:
worksheets
plant and animal pictures
product pictures from magazines
pencil
scissors
crayons or markers
poster board
yarn

Background Info./ Procedure:

1. See student activity sheets.
2. Additional activities should include bulletin board/posters on "things made from animals" as well as "things made from plants."
3. Connect products with the plant or animal using yarn.

CONCEPT: SIMPLE/COMPOUND MACHINES NEED ENERGY TO OPERATE


IV - Application
I - Motivation
*Assessment activities.
*Observe and describe simple and compound machines.
*Classify objects as simple or compound machines.
*Listen to a visitor.
*Write about the needs for simple/ compound machines by people.
*Experiments with simple machines.
*Make charts and diagrams of simple/compound machines.
*Compare forces and energy needed to run machines.
*Make generalizations.
*Write/draw about machines.
*Read text to find out forces and energy that operate machines.
*Isolate vocabulary.
III - Practice
II - Information

ENGLISH/Reading/Language Arts, Science
Objectives

Concept: Simple and compound machines need energy to operate.

ENGLISH/Reading/Language Arts

4.1 The student will participate effectively in informal classroom discussions.
4.2 The student will demonstrate effective listening skills.
4.3 The student will identify details which support the stated main idea of a paragraph.
4.4 The student will distinguish between fact and opinion in a reading selection.
4.6 The student will use the dictionary and glossary to obtain information about the spelling, meaning, and pronunciation of words.
4.9 The student will proofread his/her written work for mechanical and syntactical errors.
4.10 The student will give orally and in writing clear, understandable directions and explanations.
4.13 The student will vary written and oral communications according to purpose and audience.
4.16 The student will use vivid and specific oral and written language.
4.17 The student will use the appropriate irregular verb forms in writing and speaking.
4.18 The student will determine the functions of words and phrases by their positions in a sentence.

SCIENCE
4.1 The student will identify and select tasks and responsibilities, and use materials in a safe manner.
4.2 The student will observe an object or event and make several inferences regarding the identity of the objector possible reasons for the event.
4.3 The student will construct questions and answer them by collecting and interpreting data.
4.4 The student will conduct simple experiments in which only one variable is manipulated and all others are held constant.
4.5 The student will use collected data to make inferences or predictions.
4.6 The student will select the appropriate tool, take a measurement, and report it using the appropriate unit.

CONCEPT: SIMPLE/COMPOUND MACHINES NEED ENERGY TO OPERATE

A.- Observe simple/compound machines.

1.- Display and point out several objects in the classroom: doorknob, pencil sharpener, (mechanical and electrical) lever, gears, inclined plane, can opener, egg beater, pliers, screw.

a.- Observe: Students will describe each object and discuss how and why it is used. Provide name cards to place in front of each object.

b.- Discuss what characteristic is shared about all of these objects. Discuss what these objects can do. Help students find out that these objects are all machines because they perform work or they make work easier for us.

2.- Classify: How are these machines different? Group together pictures of simple machines such as: lever, inclined plane, car jack, doorknob, flagpole, pulley. A separate group of pictures will consist of: can opener, bicycle, pliers, pencil sharpener, egg beater.

a.- Analyze the similarities between group 1 and group 2. Discuss how compound machines consist of two or more simple machines.

b.- Look for simple machines and compound machines at home. Beguin a class display on simple and compound machines: crowbar, can opener, claw hammer, scissors, model of wheelbarrow, nutcracker, bottle cap opener, forceps, broom, tweezers, ice tong, shovel.

c.- Visit a hardware store or a business supply store. Identify simple/compound machines which are used in everyday life.

d.- Find pictures of simple/compound machines in magazines and newspapers. Classify and organize into charts displaying simple/compound machines.

B.- Compare forces and energy needed to run machines.

1.- Use the machines in class display. Observe how machines are made to work. Describe how machines can be made to work. Students will see how they have to apply force to make machines operate.

2.- List generalizations made of observations.

a.- All machines need energy to work.

b.- Energy is not solid mass.

c.- People can provide energy.

d.- People can get energy from the food that they eat.

e.- Using an inclined plane eliminates friction.

f.- Simple machines change de direction of force and reduce effort.

C.- Do all machines use the same kind of energy?

Read and discuss fully.

Silver Burdett Ciencias, Gr. 4 Ch. 6, pp 114-116

"La Energía y las Máquinas: las Formas de Energía". What are four kinds of energy: mechanical, light, heat, and sound.

Silver Burdett Ciencias, Cuaderno de Trabajo, gr. 4 pp 51-53

"Destreza/Causa y Efecto " - The cause and effect relationship between lighting and thunder; different kinds of energy produced in a thunderstorm (heat, light, chemical); how different sports burn up energy measured by calories; identify foods needed to provide energy; use a table to locate information.

D.- What effects do potential energy and conserved energy have on work?

Read and discuss fully.

Silver Burdett Ciencias, gr. 4 pp 117-118

"Dos Clases de Energía: ¿Qué es Energía Potencial y Energía Cinética?

Experiment on p. 119 : "¿Cómo está relacionada la altura de una masa oscilante con su energía?" How does the length of a moving mass affect its energy?

E.- What kinds of energy are used by simple machines?

Read and discuss fully.

Silver Burdett Ciencias, gr. 4 pp. 120-125

"Las Máquinas simples y la Energía" Learn the names of the parts of a lever, (load, fulcrum, effort); locate these parts in different levers or in any simple/compound machine using a lever; parts of a doorknob; how an inclined plane works, how a pulley is used to make work easier; friction is a type of energy which affects motion; how lubrication affects friction.

Experiment on p. 122 - "Si cambias el fulcrum, cómo afecta ese cambio a la palanca?"" If you change the position of the fulcrum, will it affect the lever?

Silver Burdett Ciencias, Cuaderno de Trabajo gr. 4 pp 55

"To identify the location of a lever in the following machines: balance, doorknob, see-saw, pliers, scissors, hole puncher, carjack, nutcracker.

F.- What kinds of energy are used by compound machines?

Silver Burdett Ciencias, gr. 4 pp. 126-129

"Las Máquinas compuestas y la Energía: ¿Qué es una Máquina Compuesta?" - to identify simple machines in compound machines; compound machines use mechanical energy; chemical energy; locate simple machines in a bicycle.

Silver Burdett Ciencias, gr. 4 Cuaderno de Trabajo pp. 57

To make a model of three gears.

G.- Discuss fully. With the class make generalizations:

1.- Energy helps produce work.

2.- There are different kinds of energy: mechanical, chemical, light or electrical, heat, sound.

3.- A simple machine has few parts.

4.- A compound machine is made up of two or more simple machines.

5.- Machines make our work easier.

H.- Make diagrams of simple/complex machines.

I.- Write about the need for simple/compound machines.

1.- A machines which helps me (or someone else) a lot is...

2.- A bicycle is able to function because...

3.- Work with be more difficult without a...

4.- If there were no wheels, people couldn't...

J.- Invite the school custodian to talk about and display simple/compound machines used in the school. Listen and write a paragraph on the presentation.

Assessment Activities

1.- Create your own compound machine. Make a model of cardboard or clay; or draw your model on chart paper. Explain how your machine would help make work easier.

2.- Make a chart of the simple/compound machines used in your home. Describe how they make work easier.

3.- Cut and paste pictures from newspapers and magazines of simple/compound machines. Write a description for each.

4.- Write a poem about your favorite machine. Recite it to the class.

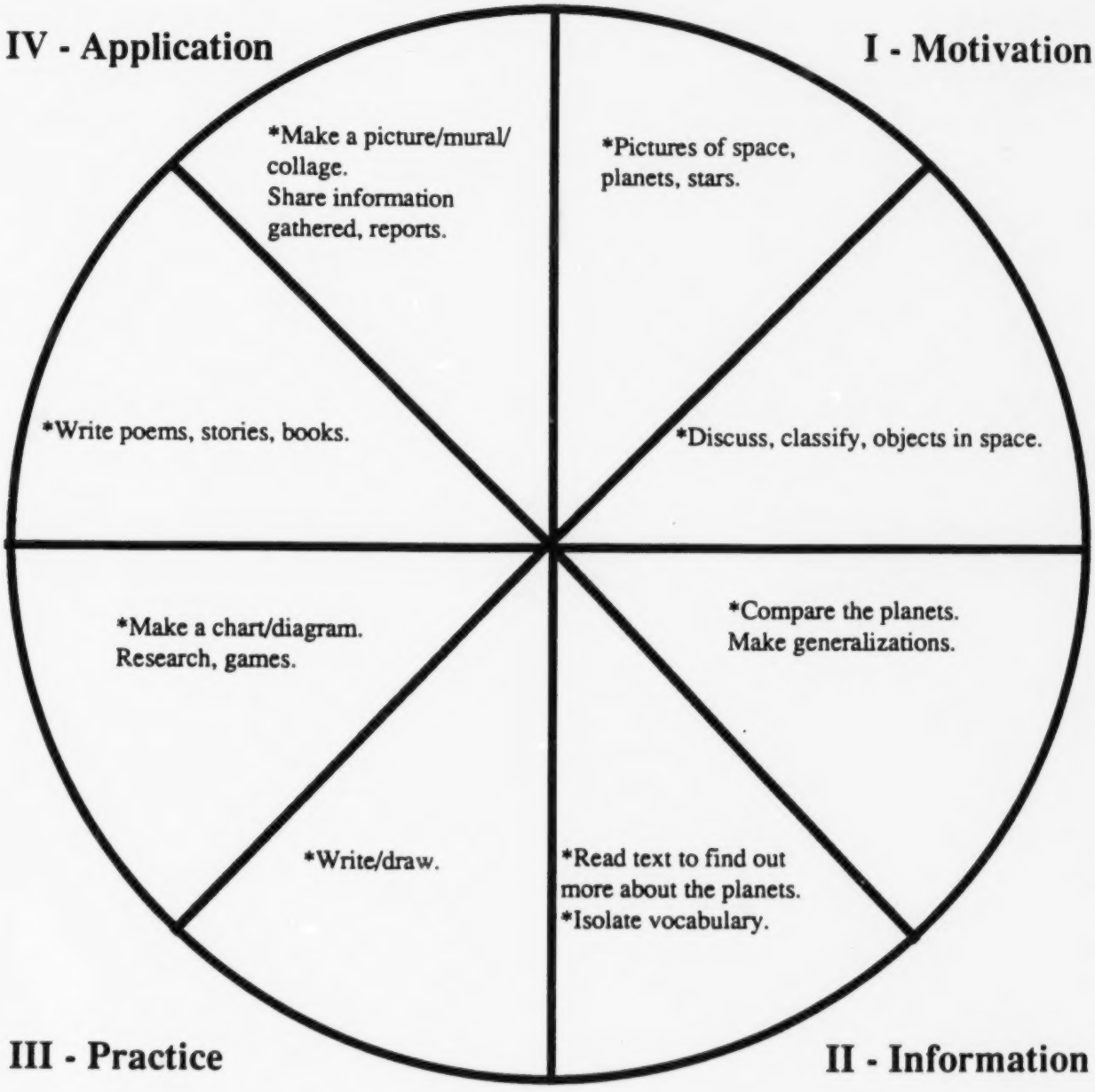
5.- Draw a mural on how simple/compound machines are used in everyday life.

6.- Make a list of all the machines which use the wheel.

Simple and Compound Machines: Vocabulary.

el abrelatas
ahorra
almacenar
la balanza
la bateria
la bicicleta
la bola demoledora
la capacidad
la carga
los cojetes
la conclusión
convertirse
la cuerda
el digrama
derribar
la distancia
la enciclopedia
la energía "calorifica" térmica
la energía cinética
la energía electrica
la energía luminosa
la energía potencial
la energía química
la energía sónica
el engranaje
la entrevista
la fricción
los focos eléctricos
los frenos
la fuerza
el fulcro
la gasolina
el gato
la grúa
la hoja de cortar
los juegos mecánicos
levantar
los mangos
las manijas
la máquina compuesta
la máquina simple
la masa
los materiales
el modelo
mover
el movimiento
el mural
el objeto
oscilar
la oscilación
la palanca
la perilla
el periódico
las pesas métricas
la pila eléctrica
el plano inclinado
la polea fija
la polea móvil
prender
el procedimiento
la rampa
reducir
la regla métrica
la revista
la rueda (y eje)
el sacapunta
la tabla
trabajando
trabajar
el trabajo
trabajoso
la velocidad

THE SOLAR SYSTEM



THE SOLAR SYSTEM: OBJECTIVES

Concept: Nine planets and asteroids constitute the solar system.

OBJECTIVES:

SCIENCE

4.10 Describe the basic components of the solar system as well as major theories that have been proposed throughout history.

4.11 Describe some major events and contributors to space exploration and know some indirect benefits of the space program.

4.12 Describe ways in which the earth surface is constantly changing.

6.18 Describe the movements of the earth, sun, and moon.

LANGUAGE ARTS

4.1 Participate in informal classroom discussions.

4.6 Use the dictionary and glossary to obtain information about the spelling, meaning, and pronunciation of words.

4.8 Use coordinating conjunctions to connect equal elements.

4.16 Use vivid and specific oral and written language.

4.17 Use appropriate irregular verbs forms in writing and speaking.

MATH

4.21 Solve one-step word problems involving addition, substraction, and multiplication of whole numbers.

THE SOLAR SYSTEM: ACTIVITIES

Concept: Nine planets and asteroids constitute the solar system.

A. Review introductory experiences.
   1. Watch the film "The Solar System."
      Discuss the concepts presented in the film.
   2. Describe what a planet is.
   3. Identify the four planets closest to the sun.
   4. Identify the planets made of frozen rocks and gases.

B. Characteristics of the planets.
   1. Go on a filed trip to the Planetarium and/or Air and Space Museum.
   2. Compare physical features and environmental conditions on the rocky planets and frozen planets.
   3. Compare and generalize from data about the frozen planets.
   4. Isolate the vocabulary.
   5. Read and discuss text and books about the planets.

C. Space observation.
   1. Find the importance of telescopes to space observation.
   2. State type of information gathered by space probes.
   3. Investigate special relationships.
   4. Make a model of the solar system. Write about it.
   5. Play the game "Hung up on Planets" to demonstrate planets' sizes and distances from the sun and each other.
   6. Play a simulation game. Go on a trip to another planet. List things that you need to take the trip. Calculate duration of the trip. Calculate distances. Brainstorm ideas about difficulties and problems that might be encountered. Try to solve them.
   7. Do a painting of the solar system. Use your imagination, be creative. It could be a realistic or an abstract picture.

D. Extension Activities.
   1. Make a video tape.
   2. Write a book.
   3. Do a in-depth research of your favorite planet.
   4. Pretend you are from another planet. Write about your feelings and experiences.

Assessment Activity.
Make a diorama, collage, picture, or mural of the solar system. Write a description of it.

THE SOLAR SYSTEM: MATERIALS

Use pictures, models, study prints, books, magazines, and other appropriate materials.

READING MATERIALS

TEXTBOOKS

Ciencias, Silver Burdett, gr. 4, ch.12
Ciencias, Silver Burdett, gr. 3, ch.12

Elementary Science Curriculum Guide
Heath, Programa de Ciencias, Multicopias

TRADE BOOKS

ENCYCLOPEDIAS

FIELD TRIPS

Arlington County Planetarium
Smithsonian Air & Space Museum

THE SOLAR SYSTEM: ACTIVITIES

Design a spaceship	Write a letter to NASA asking for information about the Space Shuttle	Make a model of the solar system
Learn about what astronauts and astronomers do	Design and describe a new space suit	Make a chart comparing the planets
Make a bulletin board about the planets	Write a poem about the Universe	Write a story about an imaginary trip to a planet

Procedure:

1. Divide class into nine (or 10, one being the sun) groups.
2. Use the spherical objects below to demonstrate scaled size of planets and string of yarn to demonstrate scaled distance from the sun.
3. Assign a planet to each of the groups and have them chart its distance and size, as well as their scaled distance and size.

*** Drawing circles - to scale does not always help children visualize the relative dimensions of the sun and the nine planets. However, actual spherical objects often prove more helpful in visualizing the relationship of these solar bodies. The following list assigns specific balls to represent each solar body:

Planet	Set of Diameters
Sun	= Push ball - 6'
Jupiter	= Basketball - 11"
Saturn	= Volleyball - 9"
Neptune	= Softball - 4.5"
Uranus	= Baseball - 4.0"
Earth	= Golf ball - 1.0"
Venus	= Ping Pong ball - 0.5"
Mars	= Marble - 0.75"
Pluto	= Marble - 0.75"
Mercury	= Ball bearing - 0.25"

4. A transparency of distance or size could be made and used as a warm-up activity. A transparency of attached drawing could be used as a concluding activity.
5. The whole class should share their recorded information and make comparisons on either the board, a chart or on a projected transparency.

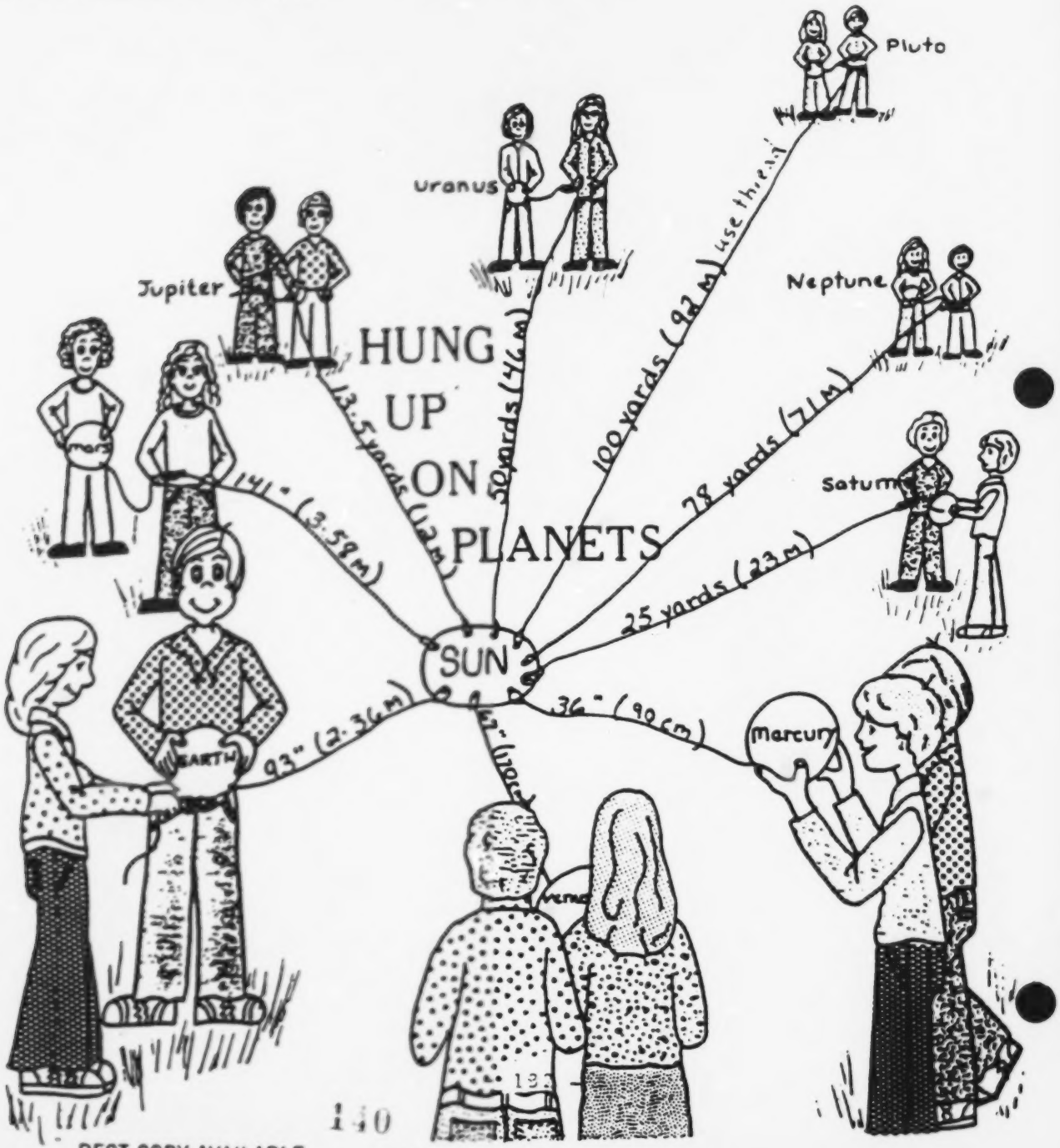
THE SOLAR SYSTEM: ACTIVITIES
PLANETS' SIZES AND DISTANCES

Objective:

To demonstrate planets' sizes and distances from the sun and each other.

Background Information:

This activity will lead students to understand the vast scale differences between planets' sizes and their distances from the sun.



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PLANETS' SIZES AND DISTANCES

Objective: To demonstrate the planets' sizes and distances from the sun and each other.

Materials: your spherical object to represent your planet
string, yarn, or thread
metric stick or tape measure

Procedure:
1. Use pages 282 and 288 of your textbook to complete the chart below.
2. Your teacher will give you your scaled distance and size.
3. Measure your scaled distance and cut your string to that length.
4. Go outside to the playground to demonstrate.

Recording data:

Planet's Name	Size		Distance	
	Actual	Scaled	Actual	Scaled

Drawing Conclusion:

The teacher will collect your data on a large chart. Be prepared to share your information and conclusions.

Procedure:

1. Divide class into nine (or 10, one being the sun) groups.

2. Use the spherical objects below to demonstrate scaled size of planets and string or yarn to demonstrate scaled distance from the sun.

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Pluto	= Marble - 0.75"
Mercury	= Ball bearing - 0.25"

4. A transparency of distance or size could be made and used as a warm-up activity. A transparency of attached drawing could be used as a concluding activity.

5. The whole class should share their recorded information and make comparisons on either the board, a chart or on a projected transparency.

Planet's Name	Actual Size	Scaled Size	Actual Distance	Scaled Distance

PLANETS' SIZES AND DISTANCES

Objective: To demonstrate the planets' sizes and distances from the sun and each other.

Materials: your spherical object to represent your planet
string, yarn, or thread
metric stick or tape measure

Procedure:

1. Use pages 282 and 288 of your textbook to complete the chart below.
2. Your teacher will give you your scaled distance and size.
3. Measure your scaled distance and cut your string to that length.
4. Go outside to the playground to demonstrate.

Recording Data:

	Size		Distance	
Planet's Name	Actual	Scaled	Actual	Scaled

Drawing Conclusion: The teacher will collect your data on a large chart. Be prepared to share your information and conclusions.

THE SOLAR SYSTEM: VOCABULARY

meteoros
meteoritos
asteroides
cometas
lunas
elipse
atmósfera
geología
litósfera
telescopio
topografía
astronauta
cohete

Mercurio
Marte
Venus
Júpiter
Saturno
Plutón
Neptuno
Tierra
Urano

ASSESSMENT AND REPORTING GUIDE

Several kinds of tests are used to assess students' academic progress and language development.

TEST ADMINISTERED:

1. Language Assessment Scales (PRE-LAS and LAS). This test is administered in the fall and spring to provide a measure of both English and Spanish language development.

2. Student Oral Proficiency Rating (SOPR). This test is used by the teachers to assess Spanish speaking proficiency.

3. Boehm (R) Test of Basic Concepts. This test is administered to assess the students' conceptual development in English and Spanish.

4. Arlington Objectives Mastery Test (AOMT). This test is administered to third graders as part of the County regular testing program.

5. Cognitive Ability Test (CogAT). This test administered to first graders as part of the County's regular testing program.

6. English Reading Tests. These tests are administered as part of the regular English program.

7. Content area subjects tests: Tests in Social Studies, Science, Health in Spanish, and Mathematics in English are administered throughout the learning process.

TESTING

1st grade	2nd Grade	3rd Grade
Pre and Post tests PRE-LAS	Pre and Post tests LAS	Pre and Post tests LAS
SOPR	SOPR	SOPR
CogAT		AOMT (Math)
Boehm (R)		
Content Area Subjects	Content Area Subjects	Content Area Subjects

Other types of assessment activities are undertaken to review and evaluate the program each year.

The Center for Applied Linguistics (CAL/CLEAR) provides evaluation of the program's operation. CLEAR staff conducts classroom observations, talks informally with teachers and administrators, attends parent meetings and student performances, and conducts interview with parents and students in the program. At the end of the year CLEAR analyzes tests and writes an annual evaluation report that may include recommendations.

Reporting academic achievement to parents. It is done according to the Guide to Reporting for Arlington Public Schools. Progress Reports are issued at the end of each grading period. They have been especially designed to include Spanish and English. Grades are given for subjects, work habits, and student's effort.

EXPRESSIONS

EXPRESIONES PRACTICAS

1. SALUDOS:

- Buenos días.
- Buenas tarde.
- Buenos noches.
- ¡Hola!

2. DESPEDIDAS:

- Adiós.
- Buenas noches.
- Hasta mañana
- Hasta luego.
- Vuelve pronto.

3. SALUD:

- ¿Cómo está usted?
- Estoy bien. ¿Y usted?
- No muy bien.
- No me siento bien.
- Yo tengo dolor de cabeza.
- Yo tengo dolor de garganta.
- Yo tengo catarro.
- Yo tengo dolor de muelas.
- Me duele la pierna
- Me duele el estómago.
- Me duele la mano.
- ¡Qué pena!
- Espero que te alivies pronto.

4. NOMBRES:

- ¿Cómo te llamas?
  Mi nombre es Erik.
- ¿Cómo se llama tu maestra?
- Su nombre es Srta. Abel.
- ¿Y cómo se llama tu director?
- Su nombre es_____.

5. EDAD:

- ¿Cuántos años tienes?
- Yo tengo ocho años.
- ¿Cuántos años tiene tu hermana?
- Ella tiene nueve años.
- ¿Y cuántos años tiene tu hermano?
- El tiene diez años.

6. CORTESIA:

- Perdóneme.
- ¿Me puede ayudar?
- Con mucho gusto.
- Gracias.
- De nada.
  Por nada.
- Por favor, ayúdeme.
- Yo le ayudaré.
- Muy amable de su parte.

7. DIAS DE LA SEMANA:

- ¿Cuántos días hay en la semana?
- Hay siete días.
- ¿Cuáles son?
- Los días son: domingo, lunes, martes, miércoles, jueves, viernes, sábado.
- ¿Qué día es hoy?
- Hoy es jueves.
- ¿Cuál es la fecha?
- Es el dos de mayo.

- Hoy es lunes.
- Ayer fue domingo.
- Mañana será martes.
- Pasado mañana será miércoles.
- Antes de ayer fue sábado.

8. MESES:

- Hay doce meses en el año.
- Los primeros seis meses son: enero, febrero, marzo, abril, mayo, junio.
- Los últimos seis meses son; julio, agosto, septiembre, octubre, noviembre, diciembre.

9. ESTACIONES DEL AÑO:

- En el verano me gusta nadar.
- En el otoño me gusta dar un paseo.
- El próximo invierno me gustaría esquiar.
- La próxima primavera me gustaría montar en bicicleta.

10. CALENDARIO:

- ¿Qué día es hoy?
- Hoy es martes, 22 de noviembre, de 1990.
- ¿Cuál es la fecha hoy?
- Es el veintidós de noviembre.
- ¿Cuándo terminan las clases?
- El trece de junio es el último día.
- ¿Qué año es éste?
- Es el año mil novecientos noventa

11. CLIMA:

- ¿Cómo está el tiempo?
- Está lloviendo.
- ¿Hace viento.?
- Sí hace viento.
- Y hace calor.

- ¿Cómo está el tiempo hoy?
- Yo creo que va a nevar.
- ¡Caramba! Hace viento.
- Y ayer estaba fresco.

- Es un día de sol.
- ¡Ay, qué día tan bello!

12. NUMEROS:

- ¿Puedes contar del 1 al 20?
- Sí, puedo.
  Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.

- ¿Y del 20 al 30?
- Es fácil:
  Veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiseis, veintisiete, veintiocho, veintinueve, treinta.

- Y los números de diez en diez en diez son: diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.

13. HORA:

- ¿Qué hora es?
- Son las tres.
- ¿A qué hora te vas?
- A las cuatro y quince.
- Es temprano.
- Ayer mi autobus llegó a las cuatro y media.
- Mi aútobus llegó a las cinco menos cuarto.
- Es tarde.

14. COLORES:

- Vamos a pintar.
- ¿Qué colores te gustan?
- Me gustan: azul, amarillo, rojo, verde, rosado, y negro.
- Mis colores favoritos son: morado, violeta, anaranjado, y blanco.
- Pinta el cuadro.
- Tiene colores vivos.

15. FAMILIA:

- ¿Viene la abuela a visitarnos?
- Sí, y el abuelo también.
- Ve a decírselo a tu hermano y tu hermana.
- Toda la familia va a estar con mamá y papá.
- Nuestros padres tienen tres niños.

16. CASA:

- ¿Cuántas habitaciones hay?
- Nuestra casa tiene siete habitaciones: la cocina, el comedor, la sala, tres dormitorios y un cuarto de baño.
- No te olvides del sótano y del ático.
- Y un ropero en cada habitación.

17. MUEBLES:

- Acabamos de comprar muebles nuevos.
- Me dijeron que tu compraste una televisión y una radio.
- Sí, y un sofá y una lámpara también.
- La mesa y las sillas son viejas.
- Todavía están en buenas condiciones.
- Pero, pronto necesitaremos una cama nueva.
- ¿Compraste una estufa y un fregadero nuevo?
- No, compramos una bañera nueva.

18. ESCUELA Y TAREAS:

- ¿Tienes alguna tarea?
- Sí, tengo tareas en español y en matemática.
- ¿Y en ciencia?
- No hay tareas ni en ciencias ni en inglés.
- Se me olvidó la tarea.
- ¿Qué materia te gusta más?
- Prefiero el español.
- ¿Trajiste tu mochila de la escuela?
- ¡Ay! La dejé en la escuela.
- Pero, tú tienes tu cuaderno, lápiz, y papel.

19. COMIDAS Y ALIMENTOS:

- ¿Qué desayunaste?
- Solamente huevos, pan tostado y jugo de naranja.
- ¿Tomas café?
- No, me gusta más la leche.
- ¿Qué hay de comer?
- Todo lo que a ti te gusta.
- ¿Y qué hay de tomar?
- Tenemos limonada y té.
- ¿Me podría dar agua?

- El almuerzo está listo. Vengan a comer.
- ¡Magnífico! Salchicha, habichuelas, y puré de manzana.
- Pon la mesa, por favor.
- Déjame ver, el cuchillo va a la derecha del plato.
- Y el tenedor va a la izquierda del plato.
- Ten cuidado con los cubiertos.

- La cena está servida.
- ¿Qué vamos a comer?
- Carne, papas fritas, vegetales, pan con mantequilla.
- ¿Tenemos postre?
- Yo preparé un pastel especialmente pare ti.

- Buen provecho. Buen apetito.
- Gracias. Igualmente.
- Yo tengo hambre.

- Por favor, pasa la sal y la pimienta.
- Mmmmmmm. ¡La sopa está deliciosa!

- Sírvete más zanahorias.
- A mí no me gustan las zanahorias.
- ¿Qué te gustaría?
- Nada, gracias. Estoy satisfecha.
- Si terminaste, puedes retirarte de la mesa.

20. ROPA:

- Tu ropa está mojada.
- Yo necesito ropa seca.

- Mi blusa está sucia.
- Ponla con la ropa sucia.

- ¿Qué ropa me pongo?
- Ponte tu vestido amarillo.
- Bien. Y mis zapatos azules.
- Y cámbiate tu ropa interior.

- Me gustan estos pantalones.
- Combinan bien con esa camisa.

- Vamos a comprarle un suéter a mamá.
- Y a papá una corbata.
- Yo prefiero comprarle una correa.

21. DIAS DE FIESTA Y CALEBRACIONES:

- ¡Feliz Cumpleaños!

- ¡Feliz Navidad !
- ¡Próspero Año Nuevo!
- ¡Feliz Hanukkah!

- ¡Feliz Día de las Madres!
- ¡Feliz Día de los Padres!

- ¡Feliz Día de Dar Gracias!
- ¡Felices Pascuas!

- ¡Feliz Día de San Valentín!

22. SENTIMIENTOS:

- ¿Qué te gusta comer?
- Me gusta comer fruta.
- No me gustan las espinacas.

- ¿Que quieres hacer?
- Quiero leer un libro.

- Me gusta ver la televisión.
- Me parece que es muy aburrida.
- Algunas veces es divertida.

- Él me está molestando.
- Pero, él es un niño tan bueno.
- No, no lo es. Es travieso.

- ¿Estás triste?
  No, Estoy contenta hoy.

- Estoy muy contenta de estar aquí.
- Yo también. Aprecio mucho tu ayuda.

- Yo estoy preocupada.
- No te preocupes. Todo está muy bien. ¿Estás enfadada?
- No, estoy feliz.
- Y yo también.

- Te quiero.
- Yo también te quiero.

23. PARTES DEL CUERPO:

- Simón dice: "Toca la cabeza."
- Simón dice: "Toca el codo."
- Simón dice: "Toca las orejas."
- Levanta el pie derecho.
- Simón dice: "Pon las manos en las rodillas."
- Pon las manos en las caderas.
- Simón dice: "Pon las manos en los hombros."
- Simón dice: "Ráscate la barbilla."
- Toca el codo.

- No te olvides de cepillarte los dientes.
- ¿Tengo que lavarme las manos?
- Sí, y la cara también.

- Me lastimé la mano.
- Mueve el dedo.
- Mi muñeca se siente bien.

- Mi naríz está sangrando.
- Déjame tocar tu frente.

- Me mordí la lengua.
- Abre la boca. Déjame ver.

24. MOVIMIENTOS DEL CUERPO:

- Párate. (levántate)
- Voltéate.(da la vuelta)
- Camina alrededor del cuarto.

- Brinca en el mismo sitio.
- Dale la mano a tu compañero de clase.
- Dale una palmadita en la espalda.
- Camina lentamente.
- Camina mas ligero.
- Corre en el mismo sitio.
- Para. (alto)
- Levanta la mano derecha.
- Levanta la mano izquierda.
- Dobla las rodillas.
- Ponte derecho.

25. QUIEN? DONDE? POR QUE? CUANDO?

- ¿Quíen quiere ir a la tienda?
- ¿Qué necesitamos?
- ¿Dónde iremos?
- ¿Por qué no vamos temprano?
- ¿Cuánto dinero tienes?

26. ANIMALES DOMESTICOS:

- ¿Podría yo tener mi propio animalito?
- ¿Quieres un gato?
- No, yo prefiero un perro.

- Les diste de comer a los peces dorados. Necesitan comer.
- No, pero limpié la pecera.
- Dales de comer a los peces

27. INSTRUCCIONES:

- Sigue estas instrucciones.
- Primero, hacia la derecha.
- Después a la izquierda.
- Luego sigue derecho.

28. MANDADOS / ORDENES:

- Ve a la cocina.
- Abre la ventana.
- Cierra la puerta.

- Ponte en fila.
- Para.
- Espera.
- No corras.
- Veremos.
- Amárrate los zapatos.
- Tráeme el libro.
- Siéntate.
- Lee la primera oración.
- Lee cuidadosamente.
- Lee despacio.
- No te detengas después de cada palabra.
- Ahora lee más ligero.
- Escucha.

EXPRESIONES PRACTICAS

- Repite después de mí.
- Habla más alto.
- Vámonos.
- Coje esto.
- Bótalo en la basura.
- Pon las cosas en su sitio.

- Date prisa.
- Un momento.
- Presta atención.
- Cállate.
- Párate.
- Ven aquí.
- Ven pronto.

- Escucha.
- Tráelo acá.
- Dámelo.
- Aguanta esto.

- Mira.
- Ten cuidado.
- No lo toques.
- Déjalo quieto.
- Nunca hagas eso.

- Pórtate bien.
- No grites.

- No veas la televisión.
- Haz tu trabajo.

29. DALE "SABOR" AL IDIOMA:

- ¡Precioso!
- ¡Ten cuidado!
- ¡Lo mejor de todo!
- ¡Caray!
- ¡Excelente!

- ¡Claro!
- Constantemente.

- No te preocupes.
- ¿Estás de acuerdo?

- Por fin.
- Primeramente.
- Por ejemplo.

- ¡Que bonito!
- ¡Que bueno!
- ¡Buena suerte!
- ¡Silencio!

- ¡Diviértete! / ¡Qué goces!
- ¿Comó se dice eso en español?
- ¡Que emoción!

- Estoy contenta.
- Lo siento.
- Estoy segura de eso.
- Yo no lo creo.
- Me da lo mismo.
- ¡Estoy asombrada!
- ¡Está correcto?
- ¡Es imposible!
- ¡Es un placer!
- Yo entiendo.
- Quíen sabe...
- Me gustaría.

- Un momento.
- Espera.

- ¡Vámos!
- ¡Mira!

- ¡Muchas gracias!

- No cabe duda.
- Ya no.
- De ninguna manera.
- Nada en especial.
- Todavía no.

- ¡Claro que no!
- ¡Vamos!
- ¡AY! Se me olvidó.
- Bueno. Esta bien.
- Allí.

EXPRESIONES PRACTICAS

- Quizás.

- ¿De veras?

- No importa.
- Es todo.
- ¡Que fácil!
- ¡Que bonito!
- Está bien.
- ¡Que amable!
- Está mal.
- Suena bien.
- Que todo te vaya bien.
- Hay tantos.
- Por lo tanto.

- ¡Que lástima!
- Por lo general.

- ¡Bienvenido!
- Ahora, bien.
- ¡Ahí estás!
- ¡Qué pena!
- ¿Qué es eso?
- ¿Qué pasa?
- ¿Qué hay de nuevo?
- Con mis propios ojos.
- ¡Magnífico!

TENGO UNA MUÑECA

Tengo una muñeca vestida de azul
Con sus zapatitos y su camisón
La llevé a la playa y se me resfrió
Y al llegar a casa, la niña murió.

Brinca la tablita, yo ya la brinqué
Bríncala de nuevo, yo ya me cansé
Dos y dos son cuatro
Cuatro y dos son seis
Seis y dos son ocho
Y ocho diez y seis
Y ocho veinte y cuatro
Y ocho treinta y dos
Animas benditas, me arrodillo yo.

NARANJA DULCE

Naranja dulce, limón partido
Dame un abrazo que yo te pido
Si fueran falsos mis juramentos
En poco tiempo yo ya me voy.

Toca la marcha mi pecho llora
Adiós señora yo ya me voy
A mi casíta de sololoy
A comer tacos y no les doy.

MATARILIRILIRON

Amo a dos
MATARILIRILIRON
que quería usted
MATARILIRILIRON
Yo quiero un paje
MATARILIRILIRON
que oficio le pondremos
MATARILIRILIRON
Le pondremos de carpintero
MATARILIRILIRON
Ese oficio no me agrada
MATARILIRILIRON
Le pondremos cancionero
MATARILIRILIRON
Ese oficio sí me agrada
MATARILIRILIRON

LOS POLLITOS

Los pollitos dicen, pío, pío, pío
cuando tienen hambre y cuando tienen frío.
La gallina busca el maíz y el trigo
les da la comida y les presta abrigo.

Bajo sus dosalas, acurrucaditos,
hasta el otro día duermen los pollitos.
Cuando el sol envía sus primeros rayos
los pollitos salen detrás de Don Gallo.

Mientras la gallina muy acomedida
entra en la cocina hacer la comida,
vuelven los pollitos temblando de frío
y a su madre dicen pío, pío, pío.

No hay como el abrigo que nos da mamita
dicen los pollitos con voz tiernecita,
y siguen diciendo pío, pío, pío.
cuando tienen hambre y cuando tienen frío.

UNICO SOY YO

Unico soy yo.
Y no hay nadie igual que yo.
Si me miro en un espejo,
¿Quién tú crees que es?
Yo soy yo,quien se ve, sólo yo.

Igual somos todos.
Diferentes a la vez.
TU eres tú, y yo soy yo.
De acuerdo estámos ya.
TU eres tú, yo soy yo.
Sin igual (sin igual).

Actuamos y somos
diferentes a la vez; tú haces lo que sientes
porque único eres tú. TU eres tú, yo soy yo
(sin igual) (sin igual).

DE COLORES

Estribillo:

Canta el gallo
canta el gallo con el quiri quiri
quiri quiri quiri.
La paloma, la paloma con el curu curu
curu curu curu.
El perico,
el perico con el pico pico,
pico pico pi. Y, por eso los grandes amores
de muchos colores me gustan a mí.

De colores
De colores se visten los campos
En la primavera.

De colores
De colores son los pajarillos
Que vienen de afuera.

De colores
De colores es el arco iris
Que vemos lucir.

Y por eso los grandes amores
De muchos colores
Me gustan a mí.

VAMOS A JUGAR

Estribillo:

Vamos a jugar, vamos a jugar.
Vamos a jugar, vamos a jugar.

Meto la mano derecha.
Saco la mano derecha.
Sacudo la mano así, así.
Y salto alrededor.

Meto la mano izquierda.
Saco la mano izquierda.
Sacudo la mano así, así.
Y salto alrededor.

Meto las dos manos.
Saco las dos manos.
Sacudo las manos así, así.
Y salto alrededor.

Meto el pie derecho.
Saco el pie derecho.
Sacudo el pie así, así.
Y salto alrededor.

Meto el pie izquierdo.
Saco el pie izquierdo.
Sacudo el pie así, así.
Y salto alrededor.

Meto la oreja derecha.
Saco la oreja derecha.
Sacudo la oreja así, así.
Y salto alrededor.

Meto la oreja izquierda.
Saco la oreja izquierda.
Sacudo la oreja así, así.
Y salto alrededor.

Meto la naríz.
Saco la naríz.
Sacudo la naríz así, así.
Y salto alrededor.

meto la cabeza.
Saco la cabeza.
sacudo la cabeza así, así.
Y salto alrededor.

Meto to el cuerpo.
Saco todo el cuerpo.
Sacudo el cuerpo así, así.
Y salto alrededor.

SAN SERENI

San Serení de la buena, buena vida, hacen así, así los zapateros, así, así, así,
Así me gusta a mi.
San Serení de la buena, buena vida, hacen así, así las bailadoras, así, así, así,
Así me gusta a mi.
San Serení de la buena, buena vida, hacen así, así los carpiteros, así, así, así, Así me gusta a mi.
San Serení de la buena, buena vida, hacen así, así, las pianistas, así, así, así, Así, me gusta a mi.
San serení de la buena, buena vida, hacen así, así los campaneros, así, así, así, Así,me gusta a mi
San Serení de la buena, buena vida, hacen así, así las lavanderas,así, así,así, así,
Así,me gusta a mi.
San Serení de la buena, buena vida, hacen así, así las planchadoras, así, así, Así, así,
me gusta a mi.

EL BARQUITO

Había una vez un bar, un barquito chiquito.
Había una vez un bar, un barquito chiquito.
Había una vez un bar,un barquito chiquito.
que no podía, que no podía, que no podía navegar.

Pasaron uno, dos, tres, cuatro, cinco, seis,siete, semanas.
Pasaron uno, dos, tres, cuatro, cinco, seis, siete, semanas.
Pasaron uno, dos, tres, cuatro, cinco, seis, siete, semanas.
Y el barquito, que no podía, que no podía navegar.

LA VIBORA DE LA MAR

Vamos a jugar, vamos a jugar.
Vamos a jugar el juego de la víbora.
A la víbora, víbora de la mar,
de la mar;
Por aquí pueden pasar.
Los delante corren mucho.
Los de atrás se quedarán, rán, rán.

MI ESCUELITA
(Música: "La cucaracha")

Mi escuelita, mi escuelita.
Yo la quiero con amor.
porque en ella, porque en ella,
yo aprendo mi lección.

Cuando vengo en la mañana
lo primero que yo hago
saludar a mi maestra,
y después a mi trabajo.

FLORES

La Margarita
Nimia Vicéns

Con su jubón amarillo
y con falditas blancas
parada en patita verde
a la orilla del camino
la jibarita descansa

LA AZUCENA
Carmen Alicia Cadilla

A la escuela de las flores
con su traje almidonado,
la perfumada azucena
va vestidita

NISPERO
Isabel Freire de Mato

Níspero de almíbar
dorado del sol,
tu pulpa exquisita
es toda dulzor.

MANGO
Isabel Freire de Matos

En el cucurocho
de un árbol frondoso
vivía un mango.
Vestía de oro
como el girasol.
Lo mecía el viento.
Lo arrullaba el sol.
Cantaban los niños
con alegre son:
¡Qué caiga el mangó
con la fuerza en la ó!

ÑAME
Rubén del Rosario

Ñame en la plaza,
Ñame en el monte.
Pan para todos
de sur al norte.

EL TAMALERO: PREGON
Zoila Rosa López

¡Tamalero! ¡Tamalero!
Qué sabroso va el tamal
hecho con carne de puerco,
¿Quién me lo quiere comprar?
Con picante y sin picante
tamalito lleva yo...
Calientico... Sabrosito...
No hay quien lo hago mejor.
¡Tamalero! ...¡Tamalero!
me voy, me voy.

OLLA
Isabel Freire de Matos

El pimiento y la cebolla
bailan juntos en la olla.

sube y bajo el perejil
cuando el agua empieza a hervir.

Y se ablandan al vapor
los gandules y el arroz

¡Tin, tin, tin!
¡Sopitipón!
¡Tin, tin, tin!
¡Sopitipón!

LA CANCION DEL CAFÉ
Manuel Ferneández Juncos

Bajo el peso del fruto
de color de coral
se inclinan los arbustos
del bello cafetal.

Y al ver tal abundancia
gozoso el labrador
al cielo da las gracias
y emprende su labor.

Bien Hay el rico grano
que en sabrosa infusión
aviva el pens.miento
y alegra el corazón.

PREGON DEL MANTECADO

Matecaditoooooo
bien tostaditooooo
bien sabrositooooooo
lo traigo aquí.
Viene en canela,
viene en vainilla
de mantequilla
y son del país.

Matecaditoooo
bien tostaditooo
bien sabrositoooo
yo tengo aquí.
Comprame nena
son de a kilito
a centavito
y son del país.

Matecaditoooo

COCO
Isabel Freire de Matos

Coco, coquito,
dame el frescor
que levas alto
en el corazón.

CAÑA TROPICAL

El trópico es melado,
azucar y verdor.
Soy la reina del trópico:
"¡Mírame, picador!"

Ya amarilla mis hojas
porque el sol me besó.
estoy llena de mieles:
"¡Córtame, picador!"

La central hace azúcar
-- arenitas de sol--
Ya soy toda de azúcar
"¡Córtame, picador!"

GUANABANA
Isabel Freire de Matos

Con traje verde se mece
en lo alto de una rama
y cuando y está madura
blanca y fresca el la guanábana.

UN COCO SECO
Salia Ruiz de Rodriguez
Evelyn Méndez de Benet

Un día un coco se secó
y de la palma se cayó.
La rana van lo sintió
y su "cu cu, cu cu", cantó.
El pato cano se a.ustó
del coco seco que cayó
y su "cuac, cuac", gritó.

Una gallina que lo oyó
con su "ca, ca ra ca", despertó
a un gallito cocoroco.
Todos cantaron a una voz:
"cu cu, cuac, cuac
ca ca ra ca, co co ro co",
y aquí el cuento se acabó.

AIRE

No te veo
¿Dónde estás?
En todas partes
El Los globos
En el cielo
y en el mar.
Aire, Aire
no te veo
¿Dónde estás?
En todas partes,
muevo barcos
muevo cometas
muevo todo alrededor.
Aire, Aire
no te veo
¿Dónde estás?
En todas partes
Aquí y allá.

GLOBO

Y el globo,
¿Dónde está?
Vuela, vuela
en el aire
y se va.

LOS PAJAROS
Evelyn Fernández

Vuela, vuela pajarito
vuela, vuela sin parar
vuela, vuela en lo alto,
en el cielo y más allá.

Mira todo desde arriba
¡Qué hermoso todo es!
Vuela, vuela pajarito
vuela, vuela sin parar
y sin plumas, ¿volarás?

LA LLUVIA

El cielo se ha nublado
la lluvia va a llegar.
¡Que llueva, que llueva!
¡Que llueva sin parar!

La lluvia está my cerce
no hay tiempo de escapar,
¡Qué llueva, que llueva!
¡Qué llueva sin parar!

LA ARDILLA

La ardilla corre,
la ardilla vuela,
la ardilla salta
como locuela.

ADIVINANZAS SOBRE LA COMIDA

Verde por fuera
rosado por dentro
con muchos granitos
saltando adentro.

(patilla, sandía, melón)

Oro parece,
planta no es,
quien no adivine
bien bobo es.

(el plátano)

Tiene cabeza
y no tiene boca;
tiene dientes
y no come.

(el ajo)

Los sentidos

–Niño, vamos a cantar
una bonita cancion,
yo te voy a preguntar,
tú me vas a responder.

–Los ojos, ¿para qué son?
–Los ojos son para ver.
–¿Y el tacto? –Para tocar.
–¿Y el oído? –Para oír

–¿Y el gusto? –Para gustar
–¿Y el olfato? –Para oler.
–¿Y el alma? –Para sentir,
para querer y pensar.

Amado Nervo

Los siete días

Hay en la escuela
siete niñitos:

Primero el lunes,
flojo y dormido.

Segundo el martes,
bueno y activo.

Tercero el miércoles,
pasa jugando.

Cuarto es el jueves,
serio y callado.

Quinto es el viernes,
tranquilo y tímido.

Sexto es el sábado,
¡el más lucido!

Por fin, domingo,
¡bello y querido!

Oscar Jara Azócar

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Uno de Enero

Uno de enero,
dos de febrero,
tres de marzo,
cuatro de abril,
cinco de mayo,
seis de junio,
siete de julio,
¡San Fermín!

La la la la
la la lá
¿Quién ha roto
la pandereta?
la la la la
la la lá
¡Quién la haya roto
la pagará!

A la feria
me voy yo,
con una gaita
con una gaita.
¡A la feria
me voy yo,
con una gaita
y un tamboril!

Estaba una pastora,
larán, larán, larito,
estaba una pastora
cuidando un rebañito.

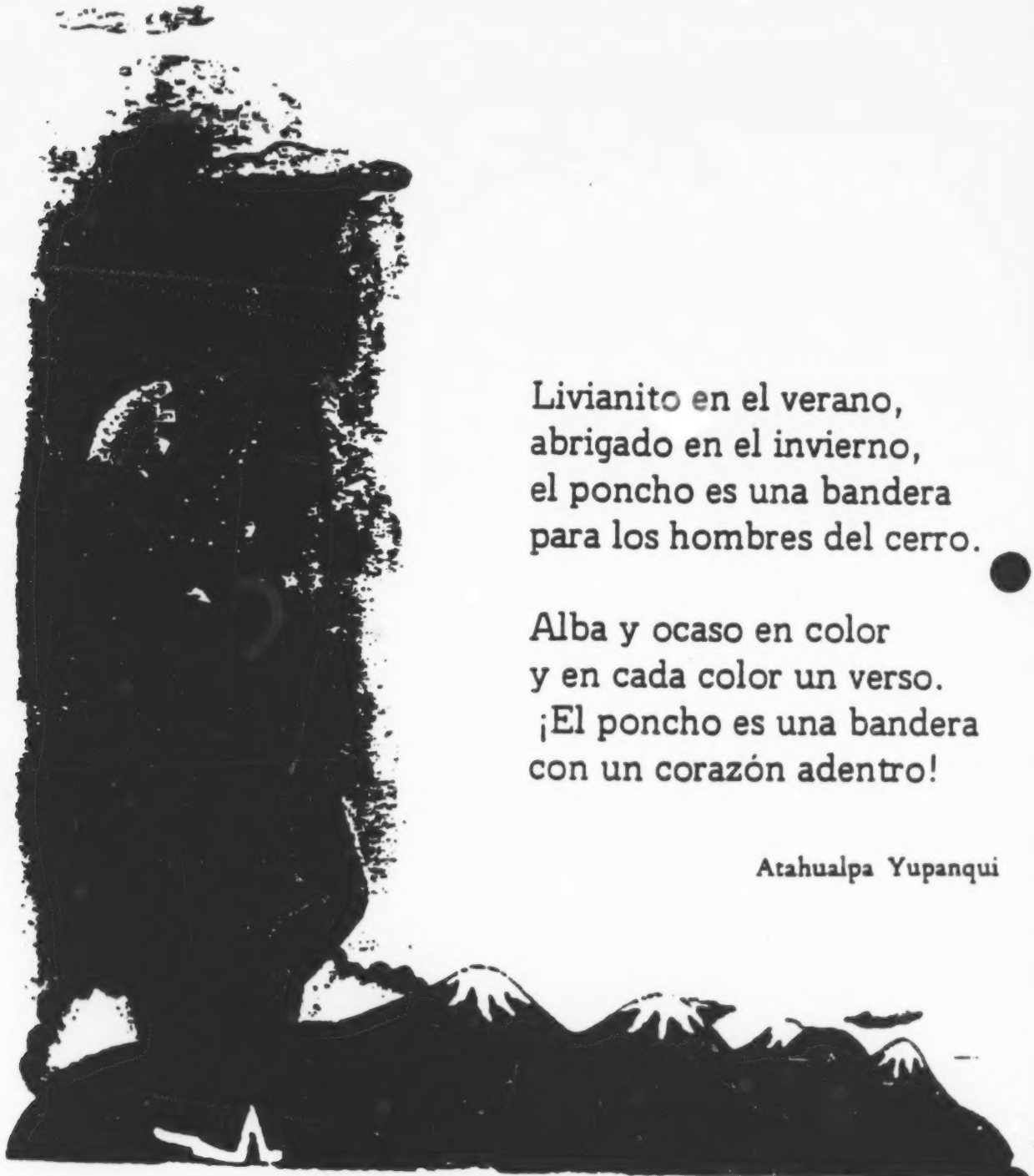
Seguía a sus ovejas,
larán, larán, larito,
seguía a sus ovejas
un blanco corderito.

Cuidad no venga el lobo
larán, larán, larito,
cuidad no venga el lobo
que acecha escondidito.

Y dijo la pastora:
larán, larán, larito,
y dijo la pastora
que cuida el rebañito:

—No tengo miedo a nada,
larán, larán, larito,
no tengo miedo a nada,
¡me guía un pastorcito!

Carlos María de Vallejo



Livianito en el verano,
abrigado en el invierno,
el poncho es una bandera
para los hombres del cerro.

Alba y ocaso en color
y en cada color un verso.
¡El poncho es una bandera
con un corazón adentro!

Atahualpa Yupanqui

Spanish Immersion
Grades 4, 5
Rocks and Minerals

Make a Chart
Showing the different types of rocks.
Observe
rocks and soil formation.
Identify different rocks around the earth.
Rocas ígneas,
rocas sedimentarias, fósiles,
rocas metamórficas.
Compare types of rocks and soil.
Read about rocks and have them help us to understand about plants and minerals.
Write
about the characteristics of rocks.
Experiment by comparing and contrasting different rocks.
Do research on
"Our Earth has different types of rocks".

Concept: There are several types of rocks.
Igneous rocks - rocas ígneas.

A.- Observe granite. Ask students to describe it. Explain to them that granite is formed out of magma, which is a liquid rock that comes from inside the earth. When the magma cools off igneous rocks are formed. They contain large crystals.

1.- Compare granite and obsidian. Ask students to state the differences. Obsidian looks like glass. It is formed out of lava which comes from a volcano. Lava has small crystals.

B.- Observe: piedra pomez.

Ask students top describe it. Explain that when the lava cools off quickly the gasses cannot escape and the ( ) has trapped gasses. La piedra pomez is light and porous. It floats in the water.

Arrive at the fact that igneous rocks come from inside the earth as liquids and they can be different.

Sedimentary rocks.

Observe the picture of a river depositing sediment on a lake.

Show sand, gravel mud.

Ask students to describe them. Explain that sedimentary rocks are formed by the action of wind and water. There are several layers of sand gravel, mud. They press lower layers of soil.

Observe: the picture of sedimentary rocks which have several layers of soil.

Observe: Different types of sedimentary rocks (arenizca, caliza fina, caliza con conchas.) Arenizca is made of arena. It can be red, brown, yellow or white.

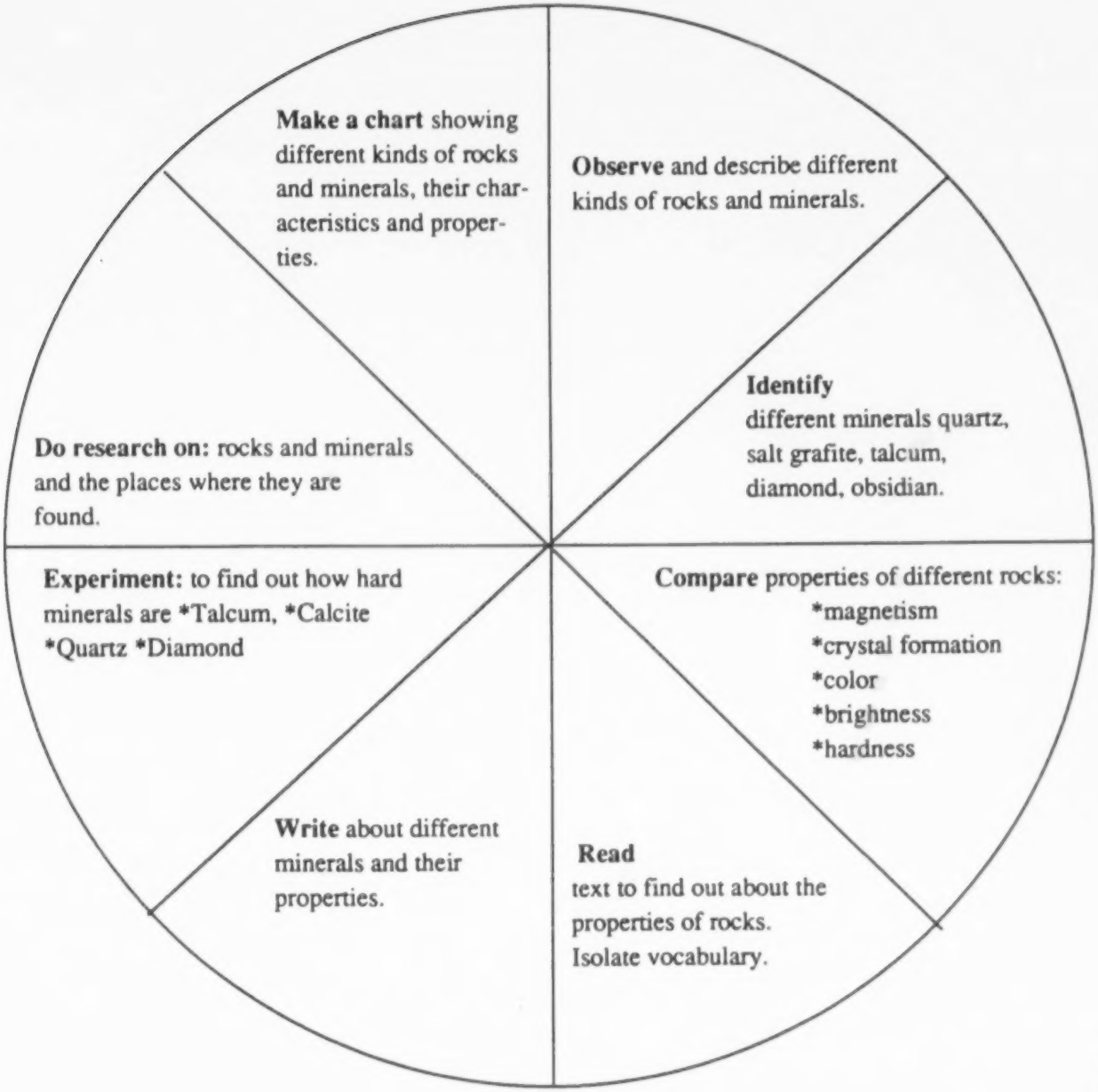
Observe: Caliza. Explain that it is formed by several materials in the water. Chalk is a type of caliza. Some calizas contain the rests of plants and animals.

Observe: Fossils of animals and plants. Ask students to describe them.

Explain:- Some times fossils are found in sedimentary rocks. Other fossils are formed when animals and plants die and they are covered by sediment. Arrive at the fact that fossils tell us about life in our earth before our time.

Vocabulary
corteza
magma
núcleo
roca metamórfica
mineral
fósil
roca ígnea
manto
roca sedimentaria
sedimento

Spanish Immersion
Grades 4, 5
Rocks and Minerals


Make a chart showing different kinds of rocks and minerals, their characteristics and properties.
Observe and describe different kinds of rocks and minerals.
Identify different minerals quartz, salt grafite, talcum, diamond, obsidian.
Compare properties of different rocks:
*magnetism
*crystal formation
*color
*brightness
*hardness
Read text to find out about the properties of rocks. Isolate vocabulary.
Write about different minerals and their properties.
Experiment: to find out how hard minerals are *Talcum, *Calcite *Quartz *Diamond
Do research on: rocks and minerals and the places where they are found.

Concept 1 Activities
Concept I: Rocks are made of one or more minerals.

1.- Rocks and minerals.

A.- Point out several rocks (cuarzo, sal, grafito, galena, talco, calcita, diamante, obsidiana.)

1.- Observe: ask students to name and describe each object. Place all the rocks together in one spot.

2.- Classify: What is the same about all of these? Help students to arrive at the fact that they are rocks with different characteristics and different appearance.

a.- Practice, saying the names of the rocks, writing and reading them.

B. - Point to each rock (cuarzo, sal, grafito, galena, talco, calcita, diamante, obsidiana.)

1.- Observe: ask students to name and describe each rock. Ask students to observe grains of salt. Tell them that grains of salt are called crystals. Ask them to describe the shape of crystals. Arrive at the fact that salt is a mineral. There are hundreds of different minerals in our earth.

C.- Point to a quartz crystal.

1.- Observe: ask students to observe the quartz crystal and describe it.

2.- Ask students to tell the difference between a salt crystal; and a quartz crystal. Ask them to tell about the similarities of these two minerals. Arrive at the fact the minerals have special properties.

D.- Point to a magnetite.

1.- Observe: ask students to describe it. Tell them that magnetite has magnetism. Show them, using a pin, what magnetism means. Magnetite attracts metal objects. Have students experiment with small metal objects (paper clips, pins, small nails, thumbtacks, staples, etc.)

Help stucents to arrive at the fact that one property of magnetite is magnetism.

E.- Point to a diamond and an emerald.

1.- Observe: ask students to describe them. Point out the fact that both the diamond and the emerald shine and they have different colors.

Help students arrive at the fact that another property of minerals is color and brilliance.

F.- Ask students to touch and feel a diamond and talcum.

1.- Observe: ask students to describe both in terms of how hard they are.

Help students to arrive to the fact that some minerals are hard and others are soft.

With the class, make a generalization: minerals have different properties such as: shape, magnetism, color, brilliance, hardness, softness.

2.- Write in Learning Log.

G.- Classify rocks according to their properties. Make a chart.

BUILDING A ROCK FORMATION

Concept: Our earth has different layers

Objective: To build a rock formation in order to demonstrate layering and faulting.

Background Information Procedure: The oldest layer is the bottom layer. It will be white bread and called white sandstone. Sandstone is sedimentary rock which is very porous and also contains such white minerals as quartz. (piedra pómez).

The next older layer is chunky peanut butter with raisins, which is called conglomerate. It is also sedimentary, and has particles of different sizes.(like pebbles mixed with other stone.) (roca sedimentaria).

The third layer is dark pumpernickle bread, which we may call shale. Shale is smooth; it was made by pressure, and was originally mud. It is an igneous rock. Igneous rock is formed by heath and pressure. (roca ignea).

Next we will use jelly (or jam) as our limestone layer. It is sedimentary rock and its major source is from seashells, which are mostly calcium and usually a white or pale grey color. Water washes or erodes it easily. (piedra caliza).

Our top layer is wheat bread. It represents brown sandstone which has more minerals, is porous and is also sedimentary rock.

When oil companies look for oil they look for a limestone/shale combination because the shale will keep the oil above it in the porous sandstone layer.

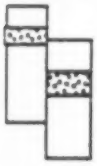
Fold the sandwich up . This folding is called a "syncline."

Fold the sandwich down . This folding is called an "anticline."

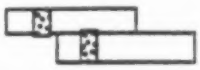
Erosion can further change these patterns.

Now cut the sandwich. Earthquakes are caused by a breaking along the faultline. There are two kinds of faults: a horizontal fault where earth (sandwich) moves sideways; a vertical fault when layers move up or down vertically and don't line up.

vertical fault



horizontal fault



viewed from top

Name:_____

Problem: Can you distinguish among igneous, sedimentary, and metamorphic rocks?

Materials: rocks vinegar medicine dropper balance scale hand lens
water in beaker paper pencil

Procedure: ** Use caution

1. Label each rock sample on a piece of paper (A to E).

2. Test only one sample at a time.

3. Use Rock Chart and follow from left to right, recording your results as you go.

Recording Data:

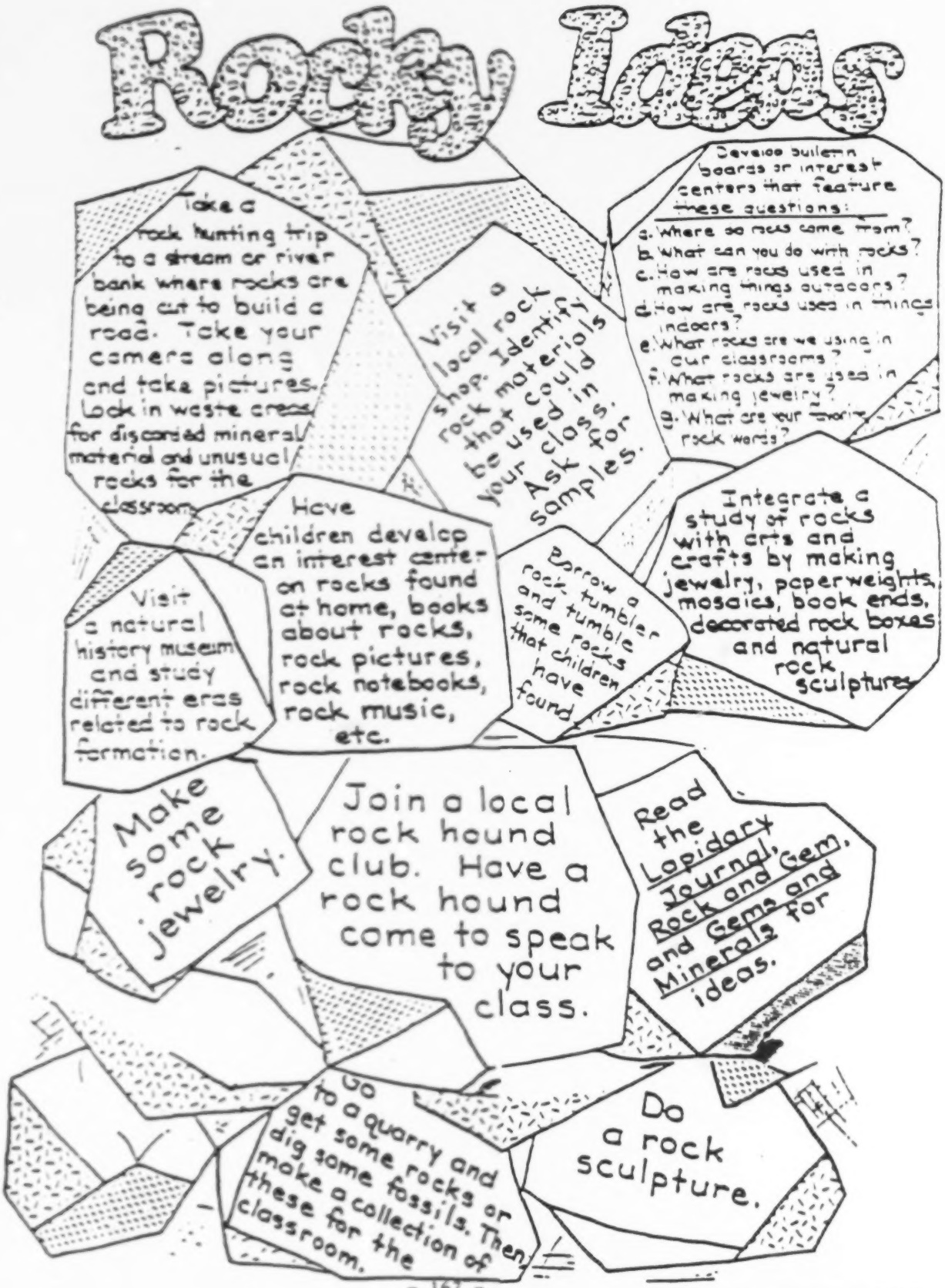
MY ROCK CHART

Rock	Color	shade	weight (mass)	layers	texture	writes yes/no	shiny or dull	crystals	vinegar added	volume	density
A											
B											
C											
D											
E											

Drawing Conclusion: 1. Can you determine which rocks are of each type?

2. What characteristics are helpful?

...ook ... Marvin Tolman and James O. Morton. West Nyack, N.Y.: Parker Publishing Co., Inc. 1986


Rocky Ideas
Take a rock hunting trip to a stream or river bank where rocks are being cut to build a road. Take your camera along and take pictures. Look in waste areas for discarded mineral material and unusual rocks for the classroom.
Visit a local rock shop. Identify rock materials that could be used in your class. Ask for samples.
Develop bulletin boards or interest centers that feature these questions:
a. Where do rocks come from?
b. What can you do with rocks?
c. How are rocks used in making things outdoors?
d. How are rocks used in things indoors?
e. What rocks are we using in our classrooms?
f. What rocks are used in making jewelry?
g. What are your favorite rock words?
Have children develop an interest center on rocks found at home, books about rocks, rock pictures, rock notebooks, rock music, etc.
Borrow a rock tumbler and tumble some rocks that children have found
Integrate a study of rocks with arts and crafts by making jewelry, paperweights, mosaics, book ends, decorated rock boxes and natural rock sculptures
Visit a natural history museum and study different eras related to rock formation.
Make some rock jewelry.
Join a local rock hound club. Have a rock hound come to speak to your class.
Read the Lapidary Journal, Rock and Gem, and Gems and Minerals for ideas.
Go to a quarry and get some rocks or dig some fossils. Then make a collection of these for the classroom.
Do a rock sculpture.

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